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ABSTRACT

This proposal for a new, innovative community college of the future was prepared in conjunction with the Task Force on Education for the Governor's Conference on Hawaii in the Year 2000. Topics covered are the student body, curriculum and learning strategies, programs, student advising, student activities, faculty, college governance, community involvement, relationship with private colleges, and physical site and campus architecture. Four distinctive features, which would be hallmarks to Malamalama Community College, are: (1) the emphasis is on individualization of learning opportunities, including the use of self-instruction and programmed materials, work experience programs in the community, and small group interaction; (2) all programs, courses, and units would spell out objectives in behavioral terms; (3) there would be an attempt to take the college to the community, instead of bringing the community to the college; and (4) the college would be accountable for all programs, being able to produce records showing how resources have been utilized and responsibilities met. Another unique feature is the proposed "dispersed campus." Only minimum facilities would be centrally located, with learning opportunities provided through many satellites such as students' homes, packaged materials, and television and telephone contact. (RN)

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MALAMALAMA COMMUNITY COLLEGE--A POSSIBLE DREAM

A Prospectus for a New Community College on the Island of Oahu

A Discussion Draft Prepared by
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March 1, 1971

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March 1, 1971

MEMORANDUM TO: Anyone Interested in Innovation in Community Colleges

In the Spring of 1970, I served as Chairman of the Task Force on Education for the Governor's Conference on Hawaii in the Year 2000. In preparation for the paper I was to write for the conference, I drafted a proposal for a college which would bridge the gap between conventional higher education in 1970 and what higher education might be in thirty years. I concentrated on the community college level both because its comprehensive purposes provide opportunity for experimentation and because more than a year earlier Dr. Richard Kosaki, then University of Hawaii Vice President for Community Colleges, had suggested I do some thinking about community college curriculum and instruction. I cannot claim that the first draft--or even the enclosed revision--was a radical flight of imagination into untried fancies, a Venus born full-blown from a personal "think-tank" unsullied by the practices and experiments of the present. Those who favor a revolution in higher education will be disappointed that this prospectus is a synthesis of ideas for the future gleaned from much reading and many conferences with those in the field of community college development.

In the Spring of 1970, the University of Hawaii contracted with architect Hitoshi Mogi to do a physical plan for a new community college in Windward Oahu. He retained Dr. Albert Canfield, then Director for Community Colleges of the State of Washington, as a consultant for academic planning. In my conversations with Dr. Canfield, I was pleased to find his thoughts paralleled mine in many respects. We exchanged our rough drafts, and his comments heartened me to revise that exercise into a serious plan.

Dr. Canfield's report included educational specifications to be used for the physical planning of the new college. A major difference between his report and the plans I was developing was in the kind of campus we were proposing. His plan presumed a single campus of somewhat conventional structures, with learning spaces like those of new campuses built to utilize the latest educational technology. With the year 2000 in mind, I described a "dispersed campus," with only minimum facilities on a central location and learning opportunities provided in many satellites, including the students' homes, through packaged materials at first and later through television and telephone contact. In the future we will not transport all students to the centers of learning--we will transmit much of the learning materials to the student. Dr. Canfield's educational principles and recommended instructional procedures are not inconsistent with my concept of a dispersed campus.

The attached plan is for discussion only. It does not carry any official sanction from the University administration. My hope in sending it to you is to stimulate discussion about the future directions of higher education, to follow up on the report of the Task Force on Education of the Conference on Hawaii 2000.

To those who have not read about or visited many community colleges, proposals such as the emphasis on individualized instruction, behavioral objectives, inter-disciplinary courses, no failing grades, and flexible calendar, may sound impractical. Actually all of them have been successful at other community colleges, and most of them are being tried on a limited basis at one or more of the University of Hawaii Community Colleges. I would, therefore, ask one favor as you read this plan. Ask not whether such a college is a possibility--ask rather whether it should be tried. Ask not if it is too visionary; ask if it is far seeing enough. In education man has always let his limited experience rule his planning, so that educational institutions have never realized the potential possible had intelligence been freed to create the best schools and colleges which enlightened imagination could devise.

Join me in a little dreaming about what might be--we may erode the pragmatic fixation on conventional solutions enough to have an invigorating influence on will be.

Robert E. Potter
Professor of Education

INTRODUCTION

The seal of the University of Hawaii contains a torch and a book bearing the word "Malamalama," meaning the "light of knowledge." Since this prospectus is for a dream college, I have chosen the name Malamalama Community College as one befitting the ideals of the University and of education generally.

In preparing this version, I am particularly indebted to the comments on earlier drafts from two educators who have long been struggling to bring greater quality to education and to the University, Bob Clopton and Bob Kamins. Their criticism, their vision, their example have been both inspiration and resource to me. And yet they bear no blame for the shortcomings of this imperfect document--I am too stubborn to take all the advice even from my closest friends and those I admire most. Others whose conversation and comments have been helpful are Brett Melendy, Ralph Stueber, Geoffrey Kucera, Bob Brunish, and Ted Brameld.

It is the admission of its weaknesses that makes it possible for me to release this document to public scrutiny, inviting from all its readers responses which may help to improve it. It is my hope that your criticism will help improve my prospectus just as the prospectus itself may help stimulate you into doing some serious thinking about the future of higher education.

I ask for your kokua in giving a brighter glow to Malamalama.

Mahalo,

ROBERT E. POTTER
March 1, 1971

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EDUCATIONAL PLAN FOR MALAMALAMA COMMUNITY COLLEGE

Principles and Purposes of the University of Hawaii Community Colleges

The community college is perhaps the most important educational invention of the 20th Century. It is different from a university campus, a four-year liberal arts college, a technical school, or even a junior college. It combines the functions of a technical school and a junior college, but it is more than the sum of both. A junior college is a truncated, often a "frustrated would-be," liberal arts college, offering the first two years of a liberal arts education. A technical school prepares students for job entry but does not provide courses or other activities which are designed for the general, personal, or intellectual development of the student. The junior college and the technical school serve limited publics. Short of offering baccalaureate degrees, the community college ministers to the full post-high school educational needs of the community.

The fundamental principles of a community college philosophy are: comprehensive programs, open-door admission, quality teaching, low tuition, and responsiveness to the community which the college serves.

Comprehensive Programs

The University of Hawaii Community Colleges are comprehensive colleges. They provide a broad range of programs to serve many different student needs. For those who need job preparation or re-training for new or better jobs, the community colleges have career or vocational programs, including apprenticeship training.

With the rapidly developing technology of our age, a youth leaving high school now can expect to be re-trained for new vocations several times in his life of work. Community colleges provide the lower rungs of many career ladders. The quality of a vocational or career program in a community college is measured by the strength of the foundation which supports the rest of the ladder.

For those who want to work for a baccalaureate degree, the community college offers transfer programs equivalent to the first two years of a four-year campus.

With the anticipated increase in students seeking four-year degrees, Hawaii will need additional college transfer programs. But they need not--should not--be carbon copies of the programs of the four-year programs at Manoa or Hilo. Each University of Hawaii Community College is developing its own pattern of providing the liberal education commonly provided in

the first two years on a four-year campus. However, as the University of Hawaii Community Colleges develop their programs, they will work in concert to see that students have the freedom to move with ease and success to Manoa, Hilo, or to other colleges, either in Hawaii or on the mainland. Our students must have the assurance that the work they take on any campus of the system will transfer to any other and reasonable assurance that it will be accepted at colleges outside the system.

For those whose educational background is not sufficiently strong for them to succeed in transfer or career programs, the community colleges offer development programs in basic studies, such as reading, arithmetic, study skills, writing, and science, so that they may go on to other programs with improved chances of success.

For people who simply want to get more out of life, the community colleges have community service programs designed to help individuals live more fully and more effectively.

The community colleges of Hawaii, as part of the University, complement each other. Programs which serve a limited number of students and which are expensive in terms of equipment, faculty, and space will be concentrated on one campus, particularly on Oahu where it is possible for students to commute to a campus which does serve their needs. Where programs are not to be duplicated on every campus, location will depend upon existing facilities, availability of related business activity for cooperative assignment of students, and relationship with other programs already in operation. Where there is need and financial and other resources make possible similar programs on several campuses, the University of Hawaii Community Colleges will compete--not for a monopoly of students--but for quality of program and best placement of graduates.

Open-Door Admission

Community colleges have an open-door admission policy--any high school graduate or anyone 18 years or older may be admitted to a community college in Hawaii.

But the open door must be related to the State's resources for higher education and the fact that each community college cannot, indeed should not, duplicate programs at another college. In fact, one of the strengths of the University of Hawaii Community Colleges is that they need not compete for identical programs but can specialize in particular occupational programs. The open-door policy will direct students to colleges which can accommodate them in programs of their interest and capability. Liberal Arts transfer students, particularly on Oahu, may need to be directed to the community college closest to their home. When that college reaches its capacity, students will be diverted to other colleges. By 1976, the community colleges

are projected to have 21,000 students. Present studies suggest that no community college should have in excess of 5,000 students.

Quality Teaching

Community colleges emphasize good teaching; consequently, it is not surprising that many students who could not be admitted to a four-year college, once given a chance at a community college, transfer later to a four-year college where they do satisfactory, sometimes outstanding, academic work.

Community colleges should be in the forefront of educational innovation, seeking ways to educate more people effectively. Innovation is not sought for the sake of newness but for the purpose of providing better instruction of a broader range of content to serve community needs.

Responsiveness to the Community

Education is not something to be enjoyed only by the young. Education is a right of all persons, regardless of age. Vocational education is required, for example, for those who need to be re-trained for work after their old vocation has become obsolete or is no longer satisfying. Some adults did not remain in school long enough to acquire the basic tool skills for learning; they need developmental courses in reading, writing, and computing. Those developmental courses may be similar to the adult education program of the Department of Education, but coordination of plans can prevent wasting the State's financial resources through needless duplication.

Other adults will be looking for courses and programs to fill special interests in their lives. They may, if they wish, take the same courses that college-bound students are taking--languages, humanities, social sciences, science--but often they want courses which are different from the college-transfer type of course. The possibilities are limited only by the needs of the community and the imagination of those who seek to find ways to fill those needs.

Distinctive Features of Malamalama Community College

Malamalama Community College will have four features which will be central to its overall operation. Although these features exist to some degree throughout the University of Hawaii, they will be hallmarks of Malamalama Community College. First is the emphasis on individualization of learning opportunities; second is the insistence that all programs, courses, and units spell out objectives in behavioral terms; third is the

attempt to take the college to the community instead of bringing the community to the college; and fourth is the effort to make the college accountable for its programs, to be able to produce records showing how effectively resources have been utilized and how effectively responsibilities have been met.

The first and second are described in the Section on The Curriculum and Learning Strategies, and behavioral objectives are again discussed in the sub-section on "Transfer and Liberal Education Programs" under Programs. The third is the concept of the "dispersed" campus explained in the Section on Physical Site and Campus Architecture. The fourth is sketched in general terms in the sub-section on "Program Evaluation" under Programs.

Student Body

The central feature of any educational institution is its student body, and this is especially true of a community college, where the primary function is learning and where research and publication are only incidental to the task of keeping learning up-to-date and stimulating to both student and teacher. The kinds of students to be served should determine the curriculum, the methods of learning, the faculty, and the physical plant.

The student body of Malamalama Community College will be composed of a wide range of clienteles. Without suggesting any progression in importance and recognizing that many will be represented in more than one of the following categories, the various clienteles will include:

1. Recent high school graduates who are preparing for their first vocation;

2. Older persons who are unemployed because technological advances have eliminated their original vocation and who need to be re-trained as rapidly as possible;

3. Older persons who are dissatisfied with their vocation and want to advance themselves while they continue to work regularly;

4. Young adults who have had a baby or two, pumped gas for a couple of years, picked pineapples for several seasons, and have decided they are missing a part of life and want to seek broader meanings and opportunities;

5. Recent high school graduates who want a bachelor's degree but, because of economy, convenience, desire to attend a small institution, interest in a new approach to learning, or other personal motives, choose to start in a community college;

6. Recent high school graduates who want a college education but cannot meet the entrance requirements of the four-year campuses;

7. Students from four-year campuses who have been suspended or dismissed for academic reasons and want to try again in a different setting and with a different way of learning;

8. Persons who want a college education but whose day-time work prevents them from becoming full-time day students;

9. Secondary school students of high academic ability who want to begin college while still in their junior or senior year in high school, particularly from high schools with modular scheduling which permit joint high school-college programs;

10. High school--even intermediate school--students disenchanted with the traditional secondary school program and potential dropouts who might be salvaged by a joint high school-college program giving them an immediate job skill plus as much general education as they are motivated to seek;

11. People, young or old, who want to know more about the world they live in, more about how to enjoy esthetic and cultural opportunities, more about themselves and the people they encounter, more about how to communicate effectively, more about how to manage their lives and finances effectively, more about the many non-academic subjects which get at the hearts of their lives;

12. Retired people or those nearing retirement who recognize that learning to be a "senior citizen" requires new skills and attitudes if life is to have meaning in the pau hana years;

13. People, young or old, who feel that education should be related to their concerns but who have discovered that other college campuses do not provide the opportunity for them to create the learning patterns and contexts which open to them the great world of meaning and challenge.

Malamalama Community College must seek to provide programs to challenge students in each of these classifications, recognizing that not all the vocational programs which could be offered in a community college setting can be included on any one campus of the University of Hawaii Community Colleges. Programs will be planned to complement the offerings at other colleges, consistent with the statements in the Section on Principles and Purposes.

The Curriculum and Learning Strategies

When we think of the curriculum of Malamalama Community College, we are not thinking of only the content students will have available to

learn. "Curriculum" also includes the procedures or "strategies" through which the material is presented to students. The strategies for learning will be varied to take into account the differences in the nature of the material and among the learners. Some students learn better on their own, others need continual guidance. Some kinds of subjects can be taught effectively in large groups, other kinds require individual or small group settings. Malamalama will offer a broad range of both learning materials and learning strategies to make possible the most effective learning opportunities consistent with available resources.*

As the faculty and students of Malamalama develop learning materials appropriate for the purposes of the college, the programs will be composed not only of conventional courses but the courses themselves will be subdivided into learning units which may be relatively complete in themselves. Thus a student with a special need or interest may complete only one or two units of a course to enable him to move on in his work. For example, a student in marine biology may take only a single unit on underwater welding from a course on welding; a student in retail selling may need a unit on percentages from a developmental mathematics course.

Additionally, new or special courses may be made up in part or wholly from units already developed for other courses. For example, one unit on soils of Oahu from a geology course, another on how to keep financial records from an accounting course, and yet another on the process of photosynthesis from a botany course could be combined with other units and courses into a program for landscape gardeners.

Students may select programs which are already designed to achieve established goals, or they may elect to design their own program with the help of the academic counselors. In the latter case, the student will be required to get the approval of a counselor on his program before he will be classified as working for an associate degree or certificate. Student programs should consider the learning strategies most effective for that student as well as the content necessary to prepare him for his goal.

Behavioral Objectives

One characteristic of all aspects of the curriculum will be that objectives for all programs, courses, and units will be specified in terms which center on the learner and state what he is expected to be able to do when he has completed the material. Many traditional course descriptions now state objectives in terms of what the instructor will do: "the instructor will stimulate the students to think about problems in the discipline." Or in terms of the course: "give an understanding of the field." Those which do center upon the learner are often so stated that the student cannot tell whether he has achieved the goals of the course: "to gain an appreciation of literature." One requirement for the acceptance of any program, course,

*See Units I and II in Appendix IV for examples of a system approach to learning.

or unit into the curriculum of Malamalama Community College is that the objectives be specified in behavioral or performance criteria.

Behavioral objectives are not easy to write and faculty members will have to learn new skills in preparing materials, but behavioral objectives serve very useful purposes in curriculum design and implementation. First, they clearly define the goals of the material so that it is possible to judge whether or not it is worthwhile including in the curriculum. Second, they give solid grounds for the selection of content and activities which will be the context for the learning. Third, they specify the criteria by which the student will be measured to determine if he has achieved the purposes of the course or unit. Fourth, they give students a clear statement by which they can choose or reject a particular course or unit. If a student feels he already knows the material, he may demonstrate it by showing proficiency in the kinds of behavior specified in the objectives, thus advancing through the material without delay. Fifth, they make clear the kinds of prerequisites necessary for success, again assisting the student in making intelligent choices.

The use of behavioral objectives does not limit the curriculum. If students are to profit from learning, they must be different when they have completed their study than they were before. If the faculty members presume to grade a student's progress, it must be on the basis of how he is performing at the end of the course or unit. Not to tell him at the outset of the criteria upon which he is to be evaluated is to deny him both justice and the full opportunity to learn.

This outline for Malamalama Community College is not the appropriate place to detail what behavioral objectives are. Several of the present colleges in the University of Hawaii system are already moving in the direction of requiring behavioral objectives for all courses. In the recruitment of faculty for Malamalama, all prospective faculty members will be informed of the requirement of structuring material around behavioral objectives. Incoming faculty will be required to participate in a workshop on curriculum development in which they demonstrate their competency to produce learning materials in proper form for student utilization. Programmed materials already exist for training faculty in such a workshop. Those who are able to demonstrate their proficiency immediately will be asked to turn their attention to the creation of learning materials; others will work through the programmed materials until they are able to go on to the development of their own materials.*

Individualized Learning

The procedures through which learning may take place will vary according to the material and the student. The curriculum will be individualized as far as possible, utilizing auto-tutorial (self-instruction) and programmed

*See Appendix IV for pre-service training program for faculty.

materials where that is possible and effective. For some kinds of learning experience, placement in a community agency, business, or office will provide opportunity for effective learning when properly supervised by the appropriate faculty members. Group instruction often serves the needs of individualization; and laboratories, shops, seminars, lectures, discussions, etc., will be utilized where appropriate.

Auto-Tutorial Materials

Much of what is now done in many courses can be done more effectively by having students study materials which permit them to go at their own rate. In some cases, entire courses can be programmed for self-instruction. In other cases, portions of courses can be offered in that manner.

Students engaged in self-instruction will borrow the necessary materials from the Learning Center-Library.

Auto-tutorial units and courses may be programmed with books, slides, tapes, records, films, laboratory set-ups, work experiences, and self-administered examinations. There are already many materials available for this kind of educational opportunity, and others can and are being developed both on the general market and locally. They include learning skills such as typing or use of the library, mastering languages from shorthand to Fortran to Russian, acquiring information relevant to a vocation or to basic chemistry, solving problems in mathematics or middle management business administration. As opportunities develop, this part of the educational experience will be tied into the computer, making the information giving and problem solving aspects almost as broad as the full range of human experience.

The auto-tutorial approach, although it may utilize machines and structured materials, does not de-personalize education. It does certain tasks more effectively than the classroom, thus freeing more of the students' time for the other parts of his educational design which the programmed or structured learning context cannot provide. He can proceed at his own pace, taking as long as he needs to master a concept, fact, or skill. He need never be hurried on because the rest of the class--or the brighter ones in the class--are ready to advance. He need never be held back because the rest of the class has not caught his immediate flash of insight and are not ready to skip far ahead with him. He can take advantage of his free hours most effectively, coming in after work, late in the evening, early in the morning, on weekends, studying when his other activities permit him to devote time to his educational advancement. He may even take materials home to study, consulting with faculty members by telephone when necessary. When computer-assisted instruction is eventually tied into the telephone, he may pursue even more of his education from his home, dialing a number which fits him into the shared-time of the computer with hundreds

of other students and researchers and at the same time recording his progress and calculating his "tuition" charges (if the State continues to feel it must charge individuals for making progress in their personal and social development). Perhaps half or more of what is now commonly thought of as a college education can be done more effectively with well-prepared programmed individual instruction than is now done with the faceless crowds sitting in large lecture halls listening to anonymous instructors who hoard knowledge, sequester themselves in their offices, feed facts from their notebooks to their classes, and know not the students.

Self-instruction does not relieve the institution of the responsibility for assisting the student. Materials must be properly selected or prepared. Students must be guided in their selection of materials for self-instruction. Throughout the student's course of study, he must have faculty counsel available whenever he encounters difficulty or finds ideas he wishes to develop in conversation with a competent specialist in the field.

Whenever a student undertakes an auto-tutorial program, he will do so under the supervision of a faculty member who is responsible for regular conferences with him to see if he is making reasonable progress. It is too easy for students to find other activities more demanding and thus let their auto-tutorial program slide. Not only does this make his learning ineffective, but it removes the programmed material from circulation and prevents others from using it. If a student is unable to make progress with materials he has charged out, he will be required to return them to the Learning Center for general circulation.

Group Instruction

There are areas of learning which cannot--yet, at least--be effectively programmed. Group discussion is necessary to learn group process, to experience the feelings and opinions of others, to have the student's life and thought enriched and challenged by the encounter with the life and thought of others. Some of this must be done in courses which are much the same as those traditionally offered in other colleges--courses which begin at some arbitrary point and proceed for a measured period of weeks or months and end when the class completes the pre-determined experiences or runs out of time in the semester. To the extent that this kind of educational context limits flexibility, it should be discouraged. To the extent that it provides the best solution to reach an educational goal within the limits of time, money, resources, professional school requirements, and other constraints, it will be a useful learning strategy. But even there, flexibility can be built in with a little imagination.

For example, one area where human interaction is essential for learning is in the humanities. But instead of, say, a course in British literature centering on the names, dates, works, and "authorized

interpretations" of a series of authors and poets, a humanities course may be designed like a continuous-showing movie. The students will begin at any time in the cycle. If he wants the course only for his own personal development, he will simply quit when he wants. If he wants to "earn" college transfer credit, he will stay until he has demonstrated that he has satisfied the stated objectives of the course. The course may very well be based upon a series of great films shown two or three times each week, perhaps even on educational television, so that all students will have opportunity to view them. Then there will be small discussion groups which explore the literary content, esthetic values, social import, or other human aspects of the film. The series might include films of great literary works, such as the Olivier version of Shakespeare's Henry V, of musical or dance compositions, such as the Nureyev Romeo and Juliet, or of social issues, such as The Bicycle Thief. A student who feels he did not get the experience he wanted or needed might repeat the cycle or portions of it until he is satisfied or is able to achieve the objectives. If through reading and other work he is able to demonstrate, before the end of the cycle, that he has satisfied the objectives set forth for the course, he can exit early, still earning full college transfer credit.

A social science course might be oriented around work experiences in the community, utilizing group sessions to compare experiences and draw conclusions from the experiences of self and others. A history course might be built upon the museums, old buildings, archeological digs, personal interviews, newspapers, primary documents, archives, and other resources which can lead students to experience history as a slice of past life--taken either cross-sectionally or longitudinally--related to life today and tomorrow. The emphasis in social science and history courses will be on acquiring the attitudes and basic skills which the social scientist or historian uses to understand human problems and institutions, not on memorizing facts. The storing of data can be left to libraries and archives as long as the student learns how to utilize those storehouses in dealing with his problems. In this part of the curriculum, as in the humanities, the student will stay with the course until he has realized his own goals to his satisfaction or until he can demonstrate by examination or other appropriate exercise that he has indeed achieved the objectives specified for the course. Again, it may take him more than one cycle in the course to achieve that proficiency--or he may do it in less than a complete cycle.

Science courses will be a combination of programmed self-instruction, guided laboratory experiments, and small discussion group analyses of the scientific discovery process, placing the emphasis on mode or method of inquiry rather than "facts" which may be obsolete or shown to be erroneous tomorrow. Too much current science teaching is mis-education, informing students on ephemeral "facts," passing on textbook data which men in the field already know to be inaccurate, proposing hypotheses already proven to be faulty. Achievement in a science course must be measured by growth

in the individual student's understanding of the methods and attitudes of science, not in his regurgitating on a true-false or multiple choice test a collection of supposed facts on atoms and elements.

Languages--English for non-English speakers, foreign for the English-speakers, shorthand for those who want to know how to take dictation, whether for their own purposes or as a vocation--will be taught by a combination of programmed material, language laboratory, and conversational practice. Just as in the case of a child learning his native language, not all learners need be at the same level for them to benefit from conversational practice. Indeed, some may be only far enough advanced to begin to recognize some of the conversation through hearing and still have to respond in English, but even in that participation he can have the opportunity to practice what he is learning in the laboratory and be motivated to improve. And the conversation need not be about some textbookish material assumed to be presented in a logical order. People don't learn languages logically--they learn them psychologically. If someone in the group tells a joke in Spanish, the novitiate will struggle mightily to catch the punchline, even if it contains unfamiliar words. And progress in a language will be measured not in semesters spent, but in levels of proficiency in communication, in the achievement of the skills desired, whether they be the ability to read the literature of the language, converse effectively with a native of the country, or analyze the grammar and discuss literary works in the language. Those seeking college transfer credit will have their progress measured by examintion--written and oral--and that achievement can be transformed into the appropriate number of semesters of study at other institutions.

Inter-Disciplinary and Problem-Oriented Courses*

In a college where much of the study is carried on through self-instruction, there is danger that knowledge will become even more fragmented than in the conventional college. To offset this, students will be urged to participate in inter-disciplinary and problem-oriented courses. A course in man and the ocean might include biology (marine life), geology (the ocean floor), chemistry (minerals in the sea), political science (the law of the sea), ecology (dumping harmful substances in the ocean), ethics (peace and war in the ocean), and many other disciplines. A course in man and his beliefs might draw on religion, philosophy, history, literature, anthropology, sociology, economics, political science, psychology, art, and music. In pursuing problem-oriented study, students will work either individually or in teams, in both cases under faculty direction. Objectives of the inter-disciplinary and problem-oriented courses will be described in the kinds of student competencies desired, rather than facts to be learned. When the student has demonstrated he has achieved those objectives, he will be granted credit for the course. The demonstration may be through examination, production of a project or paper,

*See Appendix I for other examples of inter-disciplinary courses.

or recommendation by the faculty after close observation of the student's work. If, for example, one objective is to teach the student how to ask penetrating questions instead of how to reproduce memorized facts, when the faculty can see the student is indeed asking that kind of question--even though (perhaps, "because" is a better word) it makes them uncomfortable to be confronted with the unanswerable question--the student has demonstrated his achievement of that objective.

This kind of challenging course should not be restricted to the college transfer or general education programs. Vocational courses will not be limited to basic skill preparation. Skills become too quickly obsolete in today's world. Routine skills will be taught by the self-instructional materials which can be revised as new techniques arise. But just as the integrative and problem-oriented courses are needed by the college transfer and general education student, so does the vocational student need opportunities to integrate the skills and build the general foundational theory which will enable him to progress in his work and change as technology changes. In the vocational problem-oriented course, the student will learn to bring the full range of his experience to bear on broad tasks. He will learn to organize resources to do a job, estimate costs, combine materials and techniques in new forms to create new products better versions of old products, stimulate invention and ingenuity, and, most important, learn to see his work in relationship to the social context. Students who display the most creative ability, those who demonstrate a willingness to break with conventionality--but with soundly-based reason--will earn letters of distinction* as well as diplomas or certificates upon completion of their planned program of studies. From such students of distinction will come the imaginative producers of the future--the Thomas Edisons and George Washington Carvers who are not constrained by the conventional wisdom in their application of intelligence to the problems of how to make life better. They will be the ones who will be the producers concerned with what their production does in the broadest sense; they will be inventors with a vital concern for the environmental consequences of their innovations.

Cooperative Placement and Community Activities

"Experience is the best teacher;" yet most formal education is isolated from the most relevant kinds of experience. Students are taught vocations in classrooms and shops which rarely approximate the conditions of employment. They are taught sociology without encountering people and biology by dissecting dead worms and sterilized seeds. Malamalama Community College will send its students to the community to learn.

Cooperative placement in private businesses and public agencies can be the means for the practical aspects of programs for students in retail sales, landscape gardening, appliance repair, physical therapy, and educational para-professions. In their work they will be supervised by faculty members of the college as well as by the employers for whom they are working.

*See "Grades and Credits," page 14.

Students in the liberal and general education courses may go to the community or the natural environment for their practical learning. A marine biology class will learn from Kaneohe Bay, Coconut Island, Sea Life Park, Kawainui Swamp and the polluted streams of Honolulu. Economics classes can possibly do surveys of community business, assist in community planning, work in the City and State tax offices, etc. Students studying art should spend time watching the practicing artists at work, just observing and not expecting to be told how to create; and then they will try their own hand at the skills they have watched.

In all these activities, some time will be reserved for bringing the learners together with the experienced practitioners and the faculty to discuss their activities and observations. As John Dewey observed, "Education is the re-construction of experience," the intellectual process of trying to review the experience and construct generalizations which may be applied to future experience.

Academic Calendar

All of these proposals ignore the conventional academic calendars of semesters or quarters. They do so deliberately. To serve the broad range of student clienteles which may seek the services of Malamalama Community College, there will be continuous opportunity for enrollment. Whenever a student wants to begin study, there will be registration mechanisms to permit him to "get on with it." Whenever he finishes one course, he will be able to move into another--at his own speed, not that of the arbitrary calendar. The emphasis on programmed self-instruction, cooperative placement, and on "continuous showing" group courses will provide the flexibility for an open-registration college. Where compromise dictates the establishment of courses along traditional lines, not all will begin at the same time, nor will all of them necessarily run the same number of weeks. In that manner, there will be frequent starting points, so that a student who missed a registration by a few days need not wait six to eight months before another starting point rolls around.

The program of Malamalama Community College will not be restricted to the September to June months, nor to the Monday-Wednesday-Friday sequence, nor to the 8 a.m. to 3 p.m. hourly pattern. A man wanting to learn a new vocation doesn't want to wait until September to start when he's out of work in March. A student supporting himself by working five days a week needs educational opportunities on weekends, holidays, and night times. Perhaps some students with evening jobs want to study between midnight and dawn! Whenever there are students eager to learn, the open college should be open to provide the resources. The clock and the calendar must not become constraints on the opportunity to learn.

Grades and Credits

Grades and grade point averages have become the master of many educational programs and have enslaved both students and institutions to their tyranny. They must be reduced to their proper place in the educational scheme of things. At Malamalama Community College, no grades will be given to those students who wish to register for their own personal interest. They come and study when they wish. When they get their fill or learn what the college has to teach, they leave and no official notice is taken of their departure. Their own satisfaction will be measure enough of their success or failure. Students who are working toward a particular vocational goal or college transfer are graded as "Pass" when they complete the minimum requirements for credit. Until that time, no record is made of their attempts. In other words, no record is made of failures; and if the institution operates effectively, the only cause for failure will be that the student lost interest in pursuing his goal before he achieved it. A small percentage of students, perhaps no more than five percent, the faculty will recognize with a letter of distinction, briefly stating the nature of the work which distinguished that student as superior in that field. The letter will be given to him and a copy made a part of his permanent record. The difference between a 2.4 and a 2.6 cannot be defended, even though graduate schools may imagine that 2.5 is magically significant. And the arbitrary 2.0 for graduation is a ridiculous statistic--as one critic has put it, it is possible to drown in a river that is only six inches deep on the average! But a student who has distinguished himself above the large majority of his college mates deserves recognition and the encouragement to go further, and his accomplishments should be called to the attention of those seeking outstanding talent.

A student pursuing a vocational goal will receive a certificate when he has mastered the necessary skills. If along with his vocational courses he has taken a program of general education courses equivalent to the general education requirement of the conventional college and completed them successfully, he will be awarded the appropriate associate of science degree. The college transfer student will be awarded the equivalent of college credit upon the completion of the objectives of the general education courses, and when he has completed the equivalent of the general education requirement of the conventional college and been awarded the associate of arts degree, his transcript will carry the notation that he has completed the general education requirement for a baccalaureate degree. Completion of pre-professional courses for the student intending to enter engineering, business, education, or other professional college will be noted and credit granted through negotiation--in advance--between the professional school and the community college, so that the student can be assured before he takes the course that he will receive recognition later for work satisfactorily completed at Malamalama Community College.

Along with grades, one of the most serious handicaps to the development of higher education has been the fixation upon credits as a measure of student progress. Students collect credits like "green stamps," which are recorded in the "stamp book" maintained by the Records Office, and when the requisite number of "stamps" have been accumulated, they are exchanged for a certificate or degree. At Malamalama where the objectives of all programs are specified in behavioral terms, students will be judged upon their demonstration of having achieved the goals of program, rather than upon the arithmetical summation of credits. The judgment required for determining when the student has satisfied the objectives will place a heavy responsibility on the instructors, advisors, and counselors as well as upon the student himself, but properly stated objectives can make that judgment a realistic and effective one.

Programs

The dividing lines between programs at Malamalama Community College will not be sharp. As courses are constructed, the combinations of units may attract students with different goals. In the same course there might be some students registered for college credit, some to get background on a vocation, and others simply for their own amazement and amusement. In the common categorization of programs, that course might be considered to be in the vocational, transfer, and community service programs. One of the advantages of the community college is that its comprehensiveness offers a broad range of combinations of courses and units to suit the needs of the individual.

The kinds of courses and units will be limited at Malamalama to conform to the principle that Malamalama will not unnecessarily duplicate programs offered at other community colleges on Oahu. The four or five Oahu community colleges will share the "load," particularly in the vocational or career fields, to provide the widest range of opportunities possible within the State's financial resources. At present, the University is reviewing the total vocational programs, present and projected, of the community colleges to ascertain which ones are serving or will serve employment needs, where are the community facilities which will support programs, and what clusters of programs on a particular campus tend to re-inforce each other.

Although it is not possible now to determine exactly which vocational programs will go to Malamalama, some conjectures can be made about programs with unrefined rationalizations for them.

Vocational or Career Programs

If Malamalama Community College does emphasize programmed instruction and utilizes a considerable amount of electronic media for learning, it will

have the material and equipment, the faculty, and the need for developing education technicians and aides. Students will learn how to operate and repair the electronic and other kinds of equipment used to assist learning and to prepare the "software" designed to facilitate learning. They may learn to assist teachers through scoring tests, correcting papers, leading discussions, supervising playground activities and lunchrooms, etc. In preparing for this para-professional role, they will be placed for supervised work experience in public school classrooms as well as participating in laboratory work at the college. Classes in basic learning theory as well as courses in the liberal arts would be a part of the program for a student seeking a career in educational technology.

Closely related to the production of learning materials might be programs in graphics and photography. The equipment needed to develop learning materials for the college could also be used to instruct students in their use. The educational technicians who serve on the faculty of the community college as part of the team to develop materials for all courses will be qualified to be faculty members to teach in their specialty.

Other programs closely related to the educational circle would be programs in Family and Home Aide and Child Care Aide, para-professional vocations serving the social welfare agencies, public and private.

The site of the college will have some influence on the determination of vocational programs at Malamalama. For example, if the college--or at least a campus of the college--is located in Windward Oahu at the present Youth Correctional Facility, one program which might be appropriate is ornamental horticulture. There is already a program at the Boys' School in horticulture, with a nursery and other facilities. Opportunities for cooperative placement exist with a number of nurseries and landscape contractors on the Windward side. (The Yellow Pages of the telephone directory list five Windward landscape contractors, twelve retail nurseries, and two wholesale nurseries.) The College of Tropical Agriculture has one of its experiment stations in Waimanalo. There are half a dozen golf courses and many public facilities needing landscaping services on the Windward side. These furnish both employment opportunities and sources for cooperative placement of students.

Closely related to landscaping is the maintenance of the small machinery used in the care of lawns and gardens. The Boys' School at the Youth Correctional Facility has a program in the repair and service of small engines, such as those which cover lawn mowers. This could be expanded to train mechanics and servicemen for the growing number of small engines used in various occupations and for servicing home appliances. Cooperative placement for students in these fields are broad: the Yellow Pages list five Windward lawn mower repair and sharpening shops, and there are many repair services listed under various household appliances.

The programs in aero-tech and mechanics are presently located at Honolulu International Airport and are administered as a part of Honolulu Community College. In order to take advantage of major aircraft servicing facilities at the International Airport and Hickam A.F.B., the preferred location for aero-tech programs is at or near its present location. However, if airport expansion forces their removal, these programs should be located at the general aviation airport for Oahu. If it is located in central Oahu, they should be administered by Leeward Community College. If Bellows Field or some other Windward location becomes the general aviation airport, those programs should probably be assigned to the closest community college. Once they are moved, the aviation-related programs should be broadened to include instrument repair, navigation, flight training, air traffic control, and other aviation careers as well as the presently existing powerplant and air frame mechanics. Again, location of Malamalama may determine a cluster of its vocational programs.

If Malamalama Community College is developed in East Honolulu near the Medical School at Leahi, the medically-related career programs should be transferred there from Kapiolani Community College. Additional programs in occupational and physical therapy as well as hospital aide programs for psychiatric care could be developed at Malamalama in cooperation with the Kaneohe State Hospital, other hospitals, and the University Schools of Medicine and Nursing.

Although the major concentration of business career programs will probably remain at Kapiolani with some at Leeward, there might be enough demand for basic courses to include some business training at Malamalama Community College. Retail trade is one of the most important businesses in all sections of Oahu, and short-term programs in retail sales as well as two-year programs in retail management might be developed at Malamalama, perhaps largely through cooperative placement of students in supervised employment.

Real estate and insurance programs are other business-related careers which might be included at Malamalama Community College. Both are programs which could be offered evenings to persons who are already employed but are seeking a new vocation. Real estate might utilize some of the courses in a landscaping or horticulture program.

The facilities at the Hawaii Institute of Marine Biology on Coconut Island and at Oceanic Institute at Sea Life Park suggest that there might be opportunity for developing scientific or technical fields in ecology, marine science, and water pollution to supplement those being developed at Leeward Community College.

One role of the advisory committee for Malamalama Community College will be to assist in the selection of programs which will be most

effectively offered by the College, in terms of need, support facilities, and relationship to the total program of the College and its sisters on Oahu.

Transfer and Liberal Education Programs

Without question, one of the most pressing needs for higher education in Hawaii is to respond to the demands of students who want to attend a four-year college. The Manoa campus is fast reaching saturation. Many students cannot afford to go to Hilo or the private schools. The second four-year campus on Oahu appears to be several years away. The present three community colleges on Oahu have limitations on how many more college transfer students they can accommodate if they are to maintain a comprehensive program. The rapid expansion of population on Oahu emphasizes the need for a program to provide the equivalent of the first two years of a four-year program. The transfer program will unquestionably be one of the most important at Malamalama in terms of numbers of students served.

If the function of the transfer program of the community college is to provide the liberal education component of the baccalaureate degree, it cannot be done by requiring a list of arbitrarily designated courses. The kind of person desired by the education must be determined, and performance objectives must be written to match the goals.

The performance objectives for a college transfer program should also be helpful to the student who does not plan to go on to college but wants to be an effective student--who wants to be the "well-rounded" person which the liberal education is expected to produce. When a student demonstrates that he has achieved the competency described in the performance objectives of the program, he will not necessarily be a well-rounded person. He may choose to ignore what he has learned, but at least he will have some of the skills, knowledge, and attitudes necessary to become that kind of person if he wishes. The performance objectives do not guarantee a liberal education, only that a student knows specifically what kinds of competencies are expected of him before he may be considered as having completed the program and knows when he has actually achieved those competencies.

The performance objectives will be developed by the faculty with the advice of the advisory committee of the college. A series of statements will be prepared, submitted to the committee for their review and comment, and revised in light of the cumulative wisdom of the community and the faculty. As students become involved in the program, objectives will be continually reviewed and revised as necessary.

One common requirement in liberal education programs is a course English composition. It is not necessary that a student take a class in composition to achieve the goals of being able to communicate

effectively in writing. He may demonstrate the competency when he arrives. He may learn it through other courses. He may learn it through an auto-tutorial course. However he manages to succeed, his accomplishment of the competencies should be recognized and credited toward transfer to a four-year college.

Writing performance objectives in fields like the social sciences or humanities will be relatively more difficult than for English composition or mathematics. But it can be done. For example, in the humanities, objectives might be stated in the following fashion:

> Upon reading a poem, short story, or essay, the student will be able to discuss the affective impact of the composition;
>
> Upon hearing a musical composition or viewing a motion picture or collection of art objects, the student will be able to defend his opinions and preferences about their asthetic value.

In the social sciences, objectives might be phrased as follows:

> Given a set of sociological data, the student will be able to analyze problems and propose reasonable solutions;
>
> From a choice of technological problems common to normal living, the student will describe a process for solving a required number of the problems.

In the sciences, a student might be expected, given a problem and relevant data, to propose hypotheses and suggest processes for testing his hypotheses. These objectives are more vague than might be those worked out by specialists in the fields in cooperation with the advisory committee, but they suggest a direction for effort.

Performance objectives, particularly in the humanities and social sciences will involve subjective judgment on the part of the faculty members working with the students. What is a "reasonable solution?" What is an adequate defense of a value preference? But the emphasis will be on the demonstration of the ability to think, analyze, discuss, defend, propose--competencies generally attributed to the well-educated person.

These performance objectives leave out some of the important attitudinal changes which are usually considered an essential ingredient of liberal education. It is possible to measure, at least indirectly, some attitudes, and these may be done by the careful statement of performance objectives. If, for example, the goal is to create a desire in the student to treasure books, an objective might spell out how many books a student is expected to purchase within a given time.

But a greater problem arises over the attitudinal aspect of liberal education--what are the proper attitudes of the liberal man? Attitudinal goals are very much a controversial social issue. Is it good to favor social change or social stability? What kind of commitment, if any, should a college graduate have toward organized religion? Should liberal education generally create the skeptic or the conformist? Is a symphony concert better music than a hootenanny? Is voting in every election a necessary criterion of good citizenship? In traditional liberal education programs, there are undoubtedly some efforts to change attitudes and some of the efforts might be successful. But who really knows how successful and in which direction? Until some performance criteria can be stated for measuring the effect of liberal education on attitudes, there is no way of knowing whether that effect is "good," "bad," or "indifferent." Fortunately--or unfortunately--a program which describes liberal education in terms of competencies to be achieved rather than courses to be passed will probably result in the same effects--or lack of effects--upon attitudes as traditional programs of required courses, but there will be a definite effort to objectify the attitudes desired and a basis for attempting to bring some accountability for outcomes.

When the student has demonstrated that he has satisfied the competencies specified for a college transfer student, he will be granted the associate in arts degree and certified as having fulfilled the general education requirements of a baccalaureate degree. He will be recommended for acceptance as a junior on a four-year college campus without regard to grade point record or the number of credits. This kind of transfer will take considerable negotiation with the four-year campuses of the University of Hawaii and with other universities, but the current attitude toward academic innovation and experimentation augurs well for the success of such negotiations. Many four-year colleges are using pass-fail grading systems and "liberalizing" their "liberal education" requirements to a point where the proposals for Malamalama Community College will not be revolutionary by the time the college accepts its first students.

Developmental Education

In order to achieve his goals, the student may need to overcome educational handicaps through what are often called "remedial courses." He may find that progress in his chosen studies is unlikely until he develops certain skills and bodies of knowledge. His reading rate may be very slow or his vocabulary limited. He may lack certain arithmetical fundamentals or have missed high school preparation in science or social studies. He may have attended school so many years before that much of the knowledge assumed in current learning materials was not available then. He very likely will need intensive training in how to study, particularly how to take advantage of the self-instructional opportunities of the modern campus with its automated equipment and expanded resources. This program is more developmental than remedial.

Some students taking development education will not be interested in going on to career or transfer programs. They may be taking review work to satisfy what they feel are gaps in their own education. They may want to speed up their reading rate or increase their vocabulary so that they can get through the newspaper in one evening. They want to sharpen up their arithmetical skills so they are not short-changed at the cash register. They may want to bring their science knowledge up-to-date, particularly if their last schooling was finished in the pre-atomic era and virtually everything they learned in physics has now been demonstrated as being erroneous.

One important part of the developmental education program will be the instruction in how to learn in a setting which places the responsibility for learning upon the student. Most students admitted to Malamalama Community College will probably have to spend some time completing a programmed sequence in how to study. This will continue to be true until there are substantial changes in the methods of instruction in the high schools, some of which (notably Kailua and University High Schools) are already moving in the direction of more student responsibility for their learning.

If a close relationship can be established between the college and the high schools, it is possible that some of the developmental education may be conducted jointly. Adults who missed an important aspect of their schooling or whose schooling is so out-of-date that they cannot function effectively in a scientific, technological world, may wish to take the equivalent of high school courses without the ignominy of registering in a high school. They could "save face" perhaps by registering in the community college but utilizing materials developed for high school students, perhaps even attending high school classes. If such an arrangement could be made, it would be the reciprocal aspect of the relationship which would permit high school-aged students to do some of their studies at the community college.

Developmental education may be combined with other programs. For example, a student seeking to demonstrate competency in English composition may need to include certain units from developmental courses before he can successfully achieve the objectives of the liberal education program. A student in a career program may need to review some developmental units in arithmetic before he can successfully achieve the performance objectives of his program. Thus, students taking developmental education will not be segregated from others in programs related to their interest. They simply will have to cover more ground before they have satisfied the objectives of a career or transfer program.

At Malamalama Community College, the developmental program will be conducted by faculty who are specialists in the field they teach with particular interests and special training in helping students with their

individual difficulties. Instructors in the developmental program will not be isolated from the rest of the faculty any more than their students will be segregated from the rest of the student body. For example, the reading and writing instructors will be part of the faculty who teach communication; the arithmetic instructors will be part of the mathematics faculty.* Instructors in the developmental courses may teach only those courses, but some with an unusual breadth of teaching ability may serve students in several kinds of programs. Whatever an individual's assignment is, the close association with others in fields related to his own will promote intellectual stimulation and avoid the "bone-head" categorization of students and faculty involved in the developmental program.

Most of the materials in the developmental program will be individualized and "packaged" so that the student may advance as rapidly as his abilities and free time permit. He should be able to begin work on his developmental problems at any day of the year and be provided with the faculty and staff assistance essential to enable him to succeed. Some aspects of developmental education may be conducted in a group or class format, but the courses will generally be short-term and frequently repeated so students will not face long delays in beginning their program or in making the transition to other courses and programs.

In general, the performance objectives for developmental materials will be keyed to the minimum competencies needed for success in career and transfer programs. Thus, progress will be assured while those students who are taking developmental education for other purposes will not find themselves threatened by excessive or impractical goals. The pride of Malamalama Community College will not be displayed in statistics about how many students "flunked out" of its rigorous programs, but how many were salvaged and advanced to their goals through careful programming of rigorous materials.

For some students, especially adults with little formal schooling, part of the "learning how to learn" experience in the developmental program will be the recognition of how much they have already learned. Counselors will help them discover that they may be unschooled but are thoroughly educated and can, indeed, do many things and know many things that people with college degrees have never learned. The recognition that they <u>have learned</u> is an important step in continuing to learn.

Community Service

Courses and activities in the community service program will be greatly varied according to the needs and interests of the community. In the development of this program, the advisory committee of the college will be of great assistance. As the faculty tries to respond to what appear to be community needs, they will develop proposed courses with performance

*See Appendix II for divisional structure of faculty.

objectives stated in very tentative form. A "menu" of possible courses and activities will be presented to the committee for reaction and advice. Upon their suggestions on priorities and revisions, the faculty and administration of the college will develop, within limitations of budget, space, and staff (including utilization of community resources), the programs which appear to be the most appropriate.

Program Evaluation

All programs will be evaluated periodically to determine if they are serving the purposes for which they were intended. In addition to the continual efforts of faculty and students to update and improve programs as they are being used, the advisory or visitation committee* for the program will receive annual reports on the status of all programs and, at least once in every five years, the faculty responsible for each program will make a thorough evaluation of the program and report the results to the advisory or visitation committee and to the College administration.

Each program will have its objectives set out in behavioral terms, and one essential aspect of the five-year evaluation will be to demonstrate that those objectives are being satisfied in fact. The objectives themselves will be subject to revision as may be necessary to define adequately a good educational program. Such revision will also be included in the evaluation. Follow-up studies of alumni, interviews with employers, questionnaires to specialists in the field, visits of accrediting teams, criticisms of students, and other devices as may be appropriate to the program will be part of the evaluation.

Evaluation will include data of numbers of students attempting the program, number successfully completing, number of graduates successfully placed (in career programs) or who subsequently receive higher degrees (in the case of transfer program), cost per student attempting and per student completing course,** projected need in the next five and next ten years, and any other information pertinent to making a decision to continue, expand, contract, or discontinue the program.

Inauguration of a program does not mean that it will be continued forever or that i will grow unchecked. Each periodic review will raise the question--and give it thoughtful consideration--of whether the program should be discontinued.

The Curriculum and Student Advising

With the wide range of students as must be served in the comprehensive community college, the curriculum must be as open and flexible as possible. It cannot be simply a list of courses from which a student must choose.

*See pages 32-34.
**See Appendix II for Program Budgeting.

It must be a "supermarket" of learning contexts from which each student may construct his own curriculum. There will be conventional classroom or shop courses intended to serve groups of students. There will be materials which individual students may use to construct their own "courses." There will be settings which will encourage individual search for meaning in many areas. Students who come with problems will be helped in solving them--whether the problems be how to survive in a world threatened with war, how to succeed as a teacher aide, or how to read Shakespeare with understanding and pleasure. Students who come simply because they are expected to attend some educational institution after high school will be helped to find problems which will provide the challenge for learning--and living.

In order for a student to plan effectively for his education, he must know where he is starting and have at least a vague idea of where he wants to go. Upon his entry to the college, he will be encouraged to engage in a period of intensive diagnosis and guided planning. The period may be only a few hours or it may be days or even weeks, according to his problems and the time he has to give to this important phase of his education. The diagnosis may include examinations--achievement tests, intelligence and aptitude tests, interest inventories, perhaps even instruments aimed at personality problems. The purpose will be to establish both the current state of the individual and his capabilities and interests for the future. The need for this information is not to enable the institution to fit the student into the proper pigeon hole but to enable him to understand himself well enough to do some effective management of his own life, present and future. The advice given him will reflect the same philosophy--revealing to the student the possible paths which are open to him and where they lead, what the consequences and the costs of each alternative are, setting up the conditions by which he might make intelligent decisions affecting his life and the lives of others related to him, and providing the moral support and encouragement for the personal decisions which so many seek to have others make for them. The counselors, evaluators, and academic advisors in such a program must be the kind of persons who are truly seeking to be supporters for students making their own decisions and not manipulators--consciously or unconsciously--of the lives of others.

Once a student has made his decisions as to his goal and the academic experiences he wants to pursue to move toward it, the counseling and advising services will be continuously available for the student who discovers as he learns that his original plans need to be re-evaluated and revised. An indispensable aspect of a meaningful education is that it is continually reconstructed as the individual becomes better educated.

> "All experience is an arch wherethrough
> Gleams that untravelled world, whose margin fades
> Forever and forever when I move." (Tennyson, "Ulysses")

Just as the first period of diagnosis provided the basis for educational planning, so learning will set the stage for further and better educational plans, an expanding awareness leading to expanding opportunities. One much-desired educational principle of such an open-opportunity college is the creation of the attitude in each student

> "To follow knowledge like a sinking star,
> Beyond the utmost bound of human thought." ("Ulysses")

That can be done only if the student is free to continually raise his sights as he discovers the "untravelled world" beyond his present experience and imagination. And yet in raising his sights, he must have the advantage of knowing his present position and limitations and what he must do to overcome the handicap of the present to reach his "impossible dream."

Many campuses include in their student services program a counseling center which provides therapeutic services, including psychiatric counseling. Advising at Malamalama Community College will assist students in planning their academic programs, but it will not attempt to become a mental health center for the entire community. Students who are in need of serious counseling on personal problems will be referred to other agencies which are appropriately staffed. Students with minor problems which they can solve for themselves with the help of an understanding listener will find the counselors available. All faculty members at the college will be expected to have the concern and interest in students which characterize the good counselor and will be expected to spend much of their time in conferences with students, during which personal as well as academic problems might be aired. Often it is from the questions of a personal nature that the most effective learning situations arise, and the good teacher will not consider that his province is limited by the traditional borders of his own discipline.

Student Activities

Ideally, perhaps, there should be no distinction between "curricular" and "extra-curricular" activities, and students should be recognized for any learning activity which is made available by the College. Not all learning activities are courses, and over some activities the College will have very little control. In many activities, the opportunity for evaluating the learning of each student is very limited. Consequently, it may be impossible to achieve the ideal and give equal recognition for all kinds of learning options.

As far as feasible, all recreational activities should be related to instructional programs, thus permitting the learning in the instructional program to be reinforced, augmented, and stimulated by the coordinated activity. On the reverse side of the coin, the learning resulting from the recreational activity may be reflected in a measurable fashion in the

more structured work of the instructional program. For example, dramatics or campus theatre work will be closely correlated with courses in speech, humanities, drama, literature, art, and music. College journalism will be correlated with courses in English, social science, business education, and graphics production. Athletics will be supervised by faculty in the physical education and recreation programs. The correlation does not mean that participation will be limited to students enrolled in related courses, but that the related courses will provide the opportunity for improving the quality of the recreational activities as the activities will enrich student learning in the instructional programs.

Student activities, even where coordinated with instructional programs, will be under shared student-faculty control as far as possible. Faculty participation will be as participants and learning resource persons, not as sponsors liable for content or level of performance. College dramatics or music activities will be products of the college community--students, faculty and community performing together. In place of a campus newspaper, a more effective public communication medium as well as more realistic learning opportunity would be a cooperative arrangement with one of the local newspapers for a weekly page to be edited and written by Malamalama Community College students; similar arrangements could be sought with a radio or television station.

Plays, concerts, dance recitals, art shows, and lectures are important parts of the cultural enrichment of the community as well as learning and recreational opportunities for the students. The criteria for the selection of material and performances will include the recognition of the role the college plays in serving the community as a cultural resource.

Athletic programs will be primarily for the worthy and healthy use of leisure for the participants, rather than for the excitement of spectators. Consequently, intramural and individual sports programs will be emphasized rather than varsity competition between Malamalama and other colleges. Athletic clubs will be the basis for competition, with membership open to anyone wishing to participate. Swimming, golf, tennis, softball, volleyball, basketball, archery, and other activities with a carry-over value to later life will be given priority in providing facilities and support. Hiking, cycling, snorkeling, scuba diving, and other non-competitive athletic activities will be encouraged through the clubs. Limited competition against other community colleges in the State and private colleges will be sanctioned as having value in stimulating and recognizing superior ability in students and in helping build a college esprit and molding the community college into a community.

Student government is generally not particularly effective, largely because the kinds of authority and responsibility which are granted to student governments. If student participation is to be significant in government as well as in learning about government, they must be permitted

to share in real governance of the college. In place of separate student and faculty governing agencies, the College will have a single legislative body, the College Council, with representation from students and faculty in the voting body and on committees. (See Section on College Governance.)

Recreational activities, to the extent that they are coordinated with instructional programs, will be supported by general fund appropriations. However, a major part of their funding will be through activity fees and admission charges. Facilities of the college, either on the central campus or at satellite centers, will be available for recreational activities when they are not in use for instructional programs, but instructional programs will always have priority. In the recreational use of facilities, students and student groups have first priority, faculty second priority, and non-profit making community organizations or individuals from the community third priority.

Faculty

The faculty of Malamalama Community College must be open-minded--both to new learning and to new students. They must be willing to innovate course content as the state of the art develops, updating programmed material constantly. They must be able to improvise as students seek new ideas. They must be willing to keep abreast of the latest developments in educational technology. They must be willing to put their opinions and "facts" up for criticism in the give-and-take of student-faculty discussion. They must be able to see their own faults and be quick to change when they discover errors in their own information and arguments. On the other hand, they must be sufficiently committed to their beliefs and principles to stand up for them in the conflict of test and argument. They must be active seekers of knowledge and eager to help others to join the search. It would be fine if they are top-flight scholars, interested in advancing the knowledge of their field, but that is not nearly as important as having them concerned about providing the best learning contexts for students and dedicated to the principle that students have priority to publication.

Faculty members will be rewarded with salary adjustments and promotions in rank because they have performed well, not simply because they have lived through another year nor because they have cranked out a set number of pages of writing in some obscure journal. Degrees earned may be one significant measure determining the qualifications of a prospective faculty member, but advancement on the job depends on how well he performs once he is appointed.*

The faculty will be made up of several different kinds of educators, working as teaching teams. At the heart of the program will be the Master Teachers. They will be the leaders in each field, supervising the less experienced members of their staff, working cooperatively with other Master

*Possessing a Ph.D. will not be an absolute bar to appointment, but it indicates a close scrutiny to assure that the candidate has interests and aptitudes appropriate to community college teaching.

Teachers in developing materials and assisting students, lecturing to large groups when that is appropriate, discussing with small groups often, conferring with individual students many times a day. They will bear the responsibility for selecting the programmed materials, evaluating the examinations, approving the award of credits, certifying that students have met the minimum standards for diplomas, critiquing the work of the Resident and Intern Teachers. They will be the career faculty members who will give stability and continuity to the program. Yet they must never assume that the college is theirs--it must always remain predominantly the college of the students, and the faculty are only its primary custodians.

A second kind of faculty member is the Resident Teacher. He, too, will be more or less a long-term member of the team. He may be a young scholar fresh out of graduate school, still fired up with the latest knowledge of his field and eager to impart it. But instead of having him spout it in a series of lectures, he will be encouraged to criticize and update the courses and learning materials already available, to propose new courses and help develop them, to advise students and conduct individual tutoring, to give occasional lectures, to have time to sit and talk with students in informal situations. The Resident Teachers must recognize that some of them will have to be present at the late evening hours and on weekends and even holidays to give students the opportunity to confer with fully qualified faculty members. At time of evaluation of students for college recommendation or awarding of diplomas, they will share with the Master Teachers their knowledge about particular students in arriving at the best judgment possible.

A short-term faculty member is the Intern Teacher, who is a senior or graduate student from the Manoa campus. He may be available for a semester or for two or three years, providing on how it fits in his own degree program. In accepting the appointment, he will agree to close supervision by both the Master Teachers and the Resident Teachers. His primary responsibility will be in leading discussion groups, carrying on individual tutoring, setting up laboratory experiments, and assisting the Master and Resident Teachers. However, he will have the opportunity and responsibility for criticizing and suggesting changes in the existing courses and materials and in helping develop new ones. He will master the new educational technology. In so doing, his experiences will be a far better pedagogical training for future college teaching than he will probably get on the traditional four-year campus. His experiences will be closely keyed in with his own degree program, and if he is in a doctoral program, the Master Teacher to whom he is responsible may possibly serve on his graduate study committee. In such a manner, both the Intern and the Master will be providing the vital links between the teaching on the community college campus and the research being done on the graduate campus.

A different responsibility on the teaching team is that of the educational technologist. As with the teachers, they will be of several ranks. The Master Educational Technologist will be responsible for supervising the work of the lower ranks. He may be the holder of a doctorate in educational technology, psychology of learning, librarianship, or other appropriate field. He will guide in the technical critiquing of materials and equipment under consideration for purchase, new courses under development, storage and

distribution of courses, etc. Assisting him will be Resident Educational Technicians in various specialties, including maintenance, operation, production, and distribution. They will advise the teachers in preparing course materials, from simple visuals to programmed multi-media auto-tutorial courses and open broadcast TV programs for community education. Some of these Residents must be on duty evenings and weekends to make certain that the students will be able to secure materials and equipment and that all equipment will be functioning properly. Much of the routine operation will be done by student help under the supervision of the Master and Resident Technologists. The student helpers will be learning the basic knowledge of the field of educational technology or librarianship, thus taking the first steps toward a possible career while they are earning their way to an education. Both the student helpers and the Resident Technologists will have the opportunity to participate in the evaluation and development of materials for learning, giving the teachers the benefit of their technical observations.

To conduct the continuous counseling, the educational team must include a counseling series, headed by the Master Counselors and including Resident Counselors and Evaluators and Intern Counselors and Evaluators. The last group may be drawn from graduate students on the Manoa campus, as are the Intern Teachers.

Although not a part of the faculty, an important part of the teaching team is the student. Not only does he teach himself through the self-instruction materials, but in the many discussions and informal conversations, student teaching student is part of the educational experience. This may take place informally as students study together or it may be structured in student-led "help" sessions and seminars. The student also has the opportunity--indeed, the obligation--to assist in evaluating and developing courses. His expressions of satisfaction or dissatisfaction, his suggestions for eliminating no longer relevant portions or for introducing new courses and units, his complaints or praise of methods of teaching, his reactions to faculty members, all these will be taken seriously by the faculty in evaluating the curriculum and faculty. Regularized procedures for student participation in faculty responsibilities will be structured to give legitimacy to the student participation.

The key to teaching in the Malamalama Community College is the old definition of a college being a log with Mark Hopkins at one end and a student at the other. The "log" may be a tape recorder, a single concept film, or a conversation in the coffee shop, but, wherever possible, education becomes a one-to-one relationship, even though it may be facilitated by educational technology. Lectures to large groups, when they are given, are information-giving sessions which may later be placed on film or tape or in a printed form. They are not to be confused with "teaching." Teaching will be done largely by appointment--the student in his studying encounters a difficulty or catches a glimpse of an idea new to him and wants help. Then he goes to the appropriate faculty member for the personal help that the machine cannot give. And because the technology is doing much of the routine that takes many hours of faculty time on the conventional campus, the teacher has time for the student to explore his problem, investigate his new idea, try out his growing mind on a teacher who will

conferences, committee meetings, office hours, faculty seminars, and other professional commitments. The proportions of 30 to 10 may need to be revised and they may need to be different for different faculty members, according to their responsibility on the campus. Collective bargaining will no doubt play a major role in determining just how teaching load will be measured and what it shall be.

Salary scales will not be a rigid lock-step schedule on which every member advances automatically with each passing year of life or with the acquisition of an arbitrary number of academic credits or degrees. Far more important than seniority is the quality of experience. Too many faculty members who claim ten years of experience have only one year of experience repeated ten times. Far more important than degrees and credits are what the individual does with the knowledge and abilities gained in the pursuit of degrees and credits. It is nonsense to claim that an individual with fourteen credits beyond a BA suddenly becomes a better teacher worth an additional thousand dollars in salary when he completes one more credit! Any salary scale arrived at by collective bargaining should leave room for recognition of superior professional competence, regardless of years of service or academic accomplishments. Cost of living formulas may replace annual seniority increments, but the present community college salary schedule places emphasis on factors which do not necessarily indicate the ability and accomplishments of the faculty member. Collective bargaining should include consideration of how faculty will participate in the salary determination process, for initial appointments as well as for annual recommendation for adjustments.

College Governance

College governance is different from the governance of other institutions. Since a college is an institution whose primary function is providing opportunities for learning, its system of governance should be consistent with the concepts which students are expected to learn about government, and explicit opportunities for learning should be built into the governance procedures.

Furthermore, governance of a college involves making of policies which affect the quality of learning, and many of those policies require expert knowledge about learning and how it can best take place.

Finally, no matter how much faculties, students, and administrators may admire the autonomy of the medieval university community, the facts of life facing the state-supported educational institution include the limitations of appropriations, public law, popular opinion, and community acceptance. This is not to say that the educational institution does not have the responsibility for challenging popular opinion and community acceptance, but it is a recognition that without positively affecting these forces, the college cannot expect to flourish.

help him cultivate--at times prune--the new growth. And like Socrates, the skillful teacher will often rely more on questions of his own rather than simply answering the questions of the student. His questions are not designed to measure the student's knowledge but to lead him into an awareness of what he is on the verge of discovering but might miss without a guide to point him in the right direction.

Because Malamalama will be on a year-round schedule, rather than the conventional September to June calendar, faculty members will be appointed on eleven-month contracts with a month for vacation. They will be expected to take their vacations at different times of the year so that there will always be sufficient faculty on duty to carry on the programs of the college. All faculty will receive vacation and sick leave according to the provisions of State law.

One condition of employment will be the requirement that all faculty members, regardless of their kind of responsibility, spend at least two weeks in intensive in-service training each year.* This will be included in their eleven months of service. As an alternative, they may elect to take a course or workshop involving an equivalent amount of time. Advancement in salary and rank will not be related to the accumulated credits received in courses or workshops but will be dependent upon demonstrated accomplishment in his work. Tenure will be granted for the protection of the academic freedom of the faculty member, but tenure will not mean a guarantee of job security if the faculty member does not keep up with changes in his field or continue to be effective in his role as a faculty member.

Faculty load cannot be defined in terms of credits taught or in student credit hours in a college with a program like that proposed for Malamalama. Much of the faculty members' time will be spent in discussions with individual students, some of whom he has the assigned responsibility for, many of whom just happened to come to him for help or conversation. Much faculty time will be spent in developing new learning materials and revising old materials. Comparatively little time will be spent in front of groups of students giving information. Perhaps the only useful measure of faculty load will be to say that each faculty member is to be available to students and colleagues a minimum number of hours a week, leaving some time for him to work in isolation a portion of his work week. If he is to work about forty hours a week (a conservative estimate of the number of hours most professors put in on their professional duties), perhaps the community college faculty member should be expected to be on campus or working with students and colleagues thirty hours a week.**

It is essential that some time be set aside in each faculty member's professional life for the reading, thinking, and planning necessary for him to keep up with the changing world in his field and in educational technology and strategy. This time should be scheduled as seriously as are student

*This is in addition to the pre-service training outlines in Appendix IV.
**See Appendix III.

Governance then must take into account the public sector, the legal authority, and the educative effect of both the policies adopted and the process of adoption. The relationships between the Board of Regents, President, Vice President for Community Colleges, Provost, and students and faculty need to be carefully defined in a college governance charter which provides for a delineation of executive and legislative authority.

Executive authority for the college is delegated by the Board of Regents, the President of the University and the Vice President for Community Colleges, to the Provost and his staff who are charged with administering the regulations and policies of the University as well as those developed by the College. The legislative function of College governance will be implemented through a College Council. Although the authority of the Council will be advisory, only in the most unusual of circumstances will its advice be contravened.

Because of the broad range of expertise on the faculty, the College Council must include faculty representation. If the entire faculty is not automatically considered as members of the Council, the entire faculty will participate in the selection of its representatives. Because students are those most immediately affected by many policies, they are entitled to a voice in the Council. The process of student selection will be through student nomination and student election, with the charter of the College Council specifying the proportions of students to faculty and the procedures for election.

Adjudication of disputes affecting students and faculty will be resolved through a College Judicial Board, which will appoint appropriate courts to hear complaints and recommend sanctions or penalties. The details of the operation of the Judicial Board and its system of courts will be established by the College Council.

The Citizens Advisory Committee, the advisory committees for the vocational fields and for community service programs, and the visitation committees for the liberal arts will have authority to review, advise, and recommend only on matters affecting curriculum. While their counsel will be given due consideration, it does not have the legislative force of the recommendations from the College Council. (See the Section on Community Involvement.)

Community Involvement

The success of the community college in serving its students and the community depends in large measure on a close relationship with the community. In developing a community college that will be a dynamically changing institution, community leaders must be involved throughout its life. A Citizens Advisory Committee, informal as possible but deeply involved on a continuing basis, will be a significant part of Malamalama Community College.

This body will include high school counselors and students, community college students and alumni, representatives of community organizations, outspoken PTA members, businessmen and labor leaders, political leaders from the legislature and county council, sensitive moulders of public opinion from the news media, social critics keenly attuned to the problems which education should be addressing, etc.

The role of this body will be to serve both as stimulator in seeking new directions and as sea anchor to prevent the college from running impulsively before any chance academic breeze which happens to blow up in gale force. It will be a part of the first step in planning, not merely a device for winning approval for what has already been decided. It will be instrumental in keeping the college informed of community needs.

Because such a group of laymen may be expected to sense what is wrong with education but not to have many suggestions as to the possible remedies, the faculty and administration will be responsible for listening carefully, applying their expert knowledge to the problems, suggesting possible ways for dealing with the problem--new teaching techniques, new content, new courses, etc.,--which will be presented to the advisory body for reaction, and then developing and implementing the detailed plans. The advisory body will not have the responsibility for--nor should it interfere in--the purely professional aspects of the operation of the college such as the qualifications of faculty, methods of instruction, specific content, etc. The college can remain effective only if the highest levels of academic freedom are permitted and only if the professional staff is permitted to operate freely. Good medical service depends upon the physicians making the professional decisions on what kinds of medication to prescribe and when surgery is indicated--a successful educational institution demands the same level of professional autonomy as that granted to physicians.

In planning Malamalama Community College, community involvement will be initiated as early as possible. The first stage is to develop a general statement of philosophy and purpose, similar to this prospectus. After some of the specialists have had a chance to work it over in light of the public expressions of dissatisfaction we have already heard and with the benefit of the knowledge of what is possible today, a revised and enlarged statement should be presented to the advisory body and perhaps in some form to the general public for their reaction. An educational institution which is so unimaginative that it does not meet the problems already plaguing society or one which is so far from reality that it will not be accepted by the public cannot be permitted to grow. Community involvement might prevent both of those extremes.

In addition to the general advisory body for the college as a whole, there will be advisory committees appointed for the various vocational and community service programs. Visitation committees will also be formed to review the work of the developmental and college transfer programs. The

visitation committees will not be made up solely of academicians, but they will include laymen who may ask some of the questions which the disciplinarians should have been asking themselves for decades and which need to be answered if colleges are to be relevant to the world of the 1970's.

Advisory and visitation committees will have only moral authority--legal authority will remain vested in the Board of Regents. They will meet upon call, but advisory committees will be called at least twice a year and visitation committees at least once a year.

Relationship with Private Colleges

Four of the private colleges of Hawaii are located on Oahu. Malamalama Community College will cooperate with these institutions rather than compete with them for students. Church-related colleges fill important roles which State institutions cannot. A private, and particularly a religiously oriented, college can center its entire educational impact around the central religious and philosophical tenets of the groups which founded and maintain it. It can provide an atmosphere which is not appropriate in a tax-supported institution. Furthermore, the private institution, at its best, can serve as an educational yardstick, stimulating and challenging the State system, providing both a source of experimentation and a rigorous defense of the conventional.

The private colleges have limited budgets and can offer only limited programs. The existence of Malamalama Community College will permit them to concentrate their resources in the areas in which they can be most effective. Their students may register concurrently at the community college for some of their courses. Students who would like to have some religious orientation to their education but cannot afford four years of the high tuition fees which private colleges must charge may attend the community college for a year or two and then transfer to the private institution to complete their baccalaureate.

The private colleges may cooperate with the community college in developing community service programs. If problems of the relationship of church and state can be satisfactorily resolved, space may be leased at the private colleges for other programs offered through the community college. Unfilled dormitory rooms at the private colleges might be rented to Neighbor Island or out-of-state students who are registered at the community college. Visiting lecturers and consultants might be shared, including sharing of expenses. There are many areas of potential cooperation which will help bring improved educational services to the citizens of Oahu.

Physical Site and Campus Architecture

The issue which seems most to excite the public about a new college is not what kind of courses it will have or what kind of opportunities it will offer students, but where it will be--or more honestly, what it will do for property values of home owners and how it will affect commercial opportunities for local businessmen. Attitudes are often ambivalent. Many people value the prestige and convenience of a college in their neighborhood until they discover that some courses create noise, a commuter campus causes heavy traffic, and the combination of bright students and intellectual stimulation may result in challenges to the social status quo and even precipitate disturbing demonstrations. The community needs to look at the problem of site with eyes open to both the advantages and disadvantages to the local community.

There is a tendency to think of college campuses in the tradition of the nineteenth century rural retreat from the activity of life. There is still the place in higher education for that kind of campus, and it should exist somewhere in the University of Hawaii system. But that is not the only kind of campus, as is apparent to one who vists Kapiolani or Honolulu Community College, where the campus is set down in the midst of a bustling urban setting. Not only are campuses not isolated, but they need not be restricted to a single location. Already the Manoa campus of the University of Hawaii is actually spread to offices and laboratories in Moilili and on Diamond Head, and Honolulu Community College has its aero-tech program at Honolulu International Airport. All of the campuses of the community colleges have some students in on-the-job training through cooperative placement which extends the campus to other public agencies and private employers.

Dispersed Campus

At Malamalama Community College, it is possible to plan what may be called a "dispersed" campus. There will need to be a central location, near a concentration of population. Other facilities will be located elsewhere in satellite centers and through home study and cooperative placement.

At the central campus, the most important component will be the Learning Center-Library. The Learning Center-Library will house not only books, but all kinds of learning resources which may be borrowed by students and faculty--programmed books and other printed materials, slides, films, tapes, multi-media packages, etc. In the Center or in buildings close by there will be specially designed facilities where students will use the electronic and other non-book learning aids: tape recorders, slide projectors, single concept 8mm movie film projectors, listening booths, science lab stations, closed circuit TV viewers, and, someday, consoles for computer-assisted

instruction. In the Learning Center there will be faculty offices and workshops where new learning materials will be developed and where students will be able to find faculty members for discussion.

On the central campus, there will be a theater-lecture hall for large group instruction and to provide a theater-auditorium for dramatic productions, concerts, recitals, lectures, non-commercial film showings, etc. There may be a few standard classrooms, but probably very few. Instead there will be a number of small conference and seminar rooms for small groups of students and faculty.

Another important part of the central campus will be a Student Union, an informal place for eating, recreation, conversation, meetings, and other socializing activities to complement the often-individualized instructional activities. Coffee shops and lounges will be designed to encourage conversation, not make it impossible. The bookstore will be an adjunct to learning, carrying books which students will want to have as their own, whether they be related to courses or not; browsing will be fostered, and if a few books get a bit shop-worn and have to be sold at reduced prices, this will be evidence that the bookstore is serving a learning function! The human interaction theme of the Union will extend to other spots on the campus. Sheltered nooks for conversation and study will be erected--simple, roofed structures, protected from the tradewinds and showers by plantings of trees and vines and open to the world where feasible. Floored with a concrete slab or smooth stones, the shelters will be furnished with benches and perhaps tables for studying. Like other buildings, they will be constructed of materials compatible with the Hawaiian environment.

Buildings will be kept small and low-rise--extending above two floors does not really conserve much space. All conventional classrooms will be equipped for multi-media presentation; conference and seminar rooms will be furnished informally; carpeted floors will provide ease of maintenance and contribute to the informality which helps set the stage for free discussion. In Hawaii, we are accustomed to leaving our shoes at the door and often sit on the floor--why should our discussion spaces in college be different from our living rooms at home?

Indoor and outdoor recreational areas, swimming pool, art studios, vocational course shops, and other educational areas will be in keeping with the central theme and with the educational goals of the college. Administrative offices and supportive services buildings will be as unobtrusive as possible and located on the perimeter of the other buildings, with the administrative building near the entrance to the campus. Faculty offices will be clustered to promote faculty teamwork in developing new curricular materials, but each will have sufficient privacy to encourage students to talk freely when they come for conferences. A model structure is the small faculty hale on the Maui Community College campus, with its open lanai center and rock garden.

As far as possible all buildings will have ramped entrances, and multi-storied buildings will have elevators so that all learning spaces will be easily accessible to students in wheel chairs. Drinking fountains and toilet facilities will be provided to accommodate the paraplegic student.

These facilities for the central campus do not demand a large site, nor should they occupy a major portion of the grounds upon which they sit. There should be open space. As far as possible, natural vegetation should be preserved and additional hedges should be provided as screens to hide such facilities as parking lots, garages, maintenance facilities, etc.

Satellite Centers

The educational facilities of the central campus may be used by only a small proportion of the learners at any one time. Transporting all students to a central campus intensifies problems of traffic congestion and pollution--it will be far more efficient use of human time and energy as well as resources to take the college to the students whenever possible.

In each community served directly by Malamalama Community College, there will be a satellite center. Some satellites will be located where there are special facilities for the support of programs and courses. Others will be spaces for discussion groups and conferences between students and faculty. Faculty "circuit riders" will go out daily to conduct discussions at the satellite centers. In some cases where a course may be taught by open circuit television, local community leaders might be appointed as seminar leaders for follow-up discussions at the satellites.

Students working on auto-tutorial courses at home can telephone the Learning Center for additional materials, which will be delivered by van daily to the nearest satellite. Completed materials may be turned in at the satellite centers to be delivered to instructors or the Learning Center.

Cooperative Placement and Community Activities

Another aspect of the dispersed campus will be providing educational opportunities through community activities and cooperative placement. A course in sociology might spend much of its time working in the community--a semester-long project for a class could be to work with the citizens of Kahuku in preparing for the shutdown of the sugar mill and the necessary adjustment to a new economic base for the community. Courses in marine biology could easily be taught in the waters of Kaneohe Bay as well as the facilities of Sea Life Park and the Institute of Marine Biology on Coconut Island. Vocational courses become more meaningful when students combine learning with working. Students in retail sales will be placed

in businesses, with supervision from college faculty as well as employer. Those preparing to be educational technology aides will be assigned work periods in the public schools as well as on the campuses of Malamama Community College. If physical therapy is a program, students may be placed for supervised work experience at Kaneohe State Hospital or other hospitals.

In both the community activities and cooperative placement, students will need to be brought together from time to time to discuss what has been the result of their experience. But they need not be assembled on the Central Campus. They could meet at a satellite center close to where they are working. This might be a conference room in the hospital, a "private dining room" of a restaurant at the shopping center, a community recreation center, or the meeting room of the closest branch library. Some of these facilities may be borrowed or included in the contract for the cooperative placement program. Others will need to be rented.

Recreational activities and physical education courses will be conducted at the beach, golf courses, hiking trails, bowling alleys, parks, and playgrounds. Extensive athletic facilities are not necessary for community college programs, but the use of a gymnasium large enough for basketball is desirable. Contracts for instructional programs (perhaps including instruction with the resident pro) and intramural and inter-collegiate competition can be negotiated with golf courses, bowling alleys, and other community recreational facilities.

Flexibility and Economy of the Dispersed Campus

Borrowed or rented facilities not only permit mounting a broad program within a short time and with a minimum of capital investment, but they maintain a flexibility of educational options at a time when change is exceedingly rapid in higher education. Building too many buildings too soon may handicap the educational progress of Malamalama Community College in the decades to come. The resources of the satellite campuses may be augmented by the use of trailers or vans which will be equipped with special learning resources--a miniature language laboratory, a reading improvement laboratory, etc.--and which will be dispatched to satellites as the need arises and remain until learners in the area have satisfactorily completed the programs for which the resources were set up.

The learning materials--both hardware and software--for a curriculum like that proposed for Malamalama are not inexpensive. However, they permit other economies which will be more than off-setting. First, they encourage more effective student progress, avoiding the costs both of delaying the fast-learning student and of forcing the failure of the slow-learning student. Second, it permits the college to avail itself of facilities in other locations, utilizing the student's home or place of employment as a "satellite

campus." Third, it facilitates change to new programs and facilities without major building re-modeling or renovation costs. Fourth, by deliberately planning for flexible, minimum cost, perhaps even "short-life" buildings, the initial capital investment can be channeled more into equipment and less into monumental buildings than is the case with most campus developments. Finally, by year-round operation and extending the day beyond the traditional eight to three o'clock Monday to Friday sequence, the facilities will return a greater educational benefit for the capital investment.

Dormitories

Perhaps it will be necessary to provide limited dormitory space. Some students who want to avail themselves of a program offered only at Malamalama Community College will live on Neighbor Islands or even on Oahu but too far away for daily commuting. The transient population of Oahu creates problems for other students; the student who begins a course of study only to have his family transferred to the Mainland will need a place to stay until he can complete his program. For these kinds of students, there will be some more-or-less traditional dormitory facilities.

Commuters who come for a day or two a week, concentrating their work on the central campus over the weekend perhaps or taking courses at Malamalama on back-to-back days, leaving the remainder of the week for study at other colleges or for work, may need a place to sleep, dress, and bathe, but otherwise little more than is required for the daily commuter. For him a hostel-type accommodation with bed, shower, and locker may be sufficient. He will do his studying in the Learning Center carrels.

Transportation

To encourage commuters to leave their automobiles and motorcycles at home, thus reducing the parking problem and the pollution of traffic, frequent free shuttle bus service will be available from the central campus to the satellite centers and to the major population concentrations. Bicycle paths will be constructed through the central campus and between the campuses and the nearby communities to encourage healthful, inexpensive, non-polluting transportation. The cost of bus service and bicycle paths will be offset by reduced outlays for construction, maintenance, and servicing of parking lots, as well as by permitting the use of smaller sites for both central and satellite campuses.

APPENDIX I

Possible Interdisciplinary Courses and Programs for Malamalama Community College

The fragmentation of knowledge which occurs in any college with separate courses offered by semi-autonomous departments and faculty members in isolation may be magnified in an institution which places emphasis on auto-tutorial learning. Students need opportunities to integrate knowledge and see it in terms of human problems. One important aspect of Malamalama's curriculum will be courses and programs which draw upon many disciplines and which enroll a broad mix of students--vocational, transfer, developmental, and community service. Examples of courses in the humanities based upon the film and courses in man and the ocean and man and his beliefs have been described earlier (pages 11-12).

Other courses will seek to incorporate all the humanities--philosophy, religion, literature, art, history, music, drama--around the perplexing problems of man in the modern world, where technology tends to obscure the human issues. Instead of beginning with the "great books" and hoping to develop the "well-rounded renaissance man," we will begin with the problems of man today and begin to rummage through the treasure house of the humanities for clues which will help us to deal with relevant issues. Man becomes well-rounded as he solves his problems, not through study in isolation from life.

In this connection, one problem which will be of critical concern in the future will be the use of leisure. Physical education and recreation become a part of the humanities in this context. Studies in the worthy uses of leisure might include physical activities themselves as well as the comments of John Locke and Montaigne on physical education and the sculpture and philosophy of ancient Greek athletes. Outdoor activities--camping, hiking, snorkeling--are enriched by knowledge of the flora, fauna, water, and soil and their ecological relationships to each other and to man. Sailing involves knowledge of weather, wind, and principles of physics--force, displacement, Venturi effect, to suggest only a few. Dance, whether it be folk, ballroom, or interpretative, is a naturally integrating activity, involving music, movement, and meaning. Drama includes music, speech, writing, lighting, costume, make-up, staging, construction, even history and social psychology. Puppetry incorporates all the aspects of drama plus the skills of producing the "actors" themselves. Concentration on the problems of leisure not only offers keys to solutions of the problems of worthy use of leisure but opens doors to many other areas of human knowledge.

The course in man and his beliefs (page 11) should cover all religious concerns, not be limited to a historical or comparative survey of major religions. Beyond a review of religion and mythology, it should get into the nature of God; systems of morality; religious expression in art, music, literature, and architecture; religious conflict, wars, and

persecution; impact of religion on commerce and government; conflict between science and religion; man's apparent need for religious rationalization for his being and for explanation of the unexplained; and man's place in the universe. Any study of man's beliefs should consider atheism, agnosticism, and apathy. The current re-awakening among young people in questions of a religious nature--the morality of war, the relationships of man to man and to nature, the ethics of the older generations--and their religious questing among many new and old cults could be the starting point for a study aimed at understanding self and others in the greater context of a world or universal view.

A course in human sexuality would draw upon anatomy, physiology, biology, sociology, psychology, anthropology, history, law, theology, philosophy, ethics, music, art, and literature. It should cover the essence of maleness and femaleness--social as well as organic; sexuality, sex roles, and morality in different societies; human reproduction; social and physiological hermaphrodites; hetero-, homo-, and ambi-sexuality; love, sex, and marriage, including such questions as can one love two people at the same time and what is the relationship between love and marriage; sexual expression in art, music, and literature; law and sex; sex crimes; "perversion;" pornography; prostitution; abortion. A new body of scientific literature is growing out of the work of Kinsey and Masters and Johnson, and their reports should be part of the reading list. Margaret Mead's classical studies on SEX AND TEMPERAMENT and COMING OF AGE IN SAMOA must be matched with later studies of sexual relationships in our own society. The literature of sexuality should include not only the ribald classics of Chaucer, Boccaccio, and Rabelais but their current counterparts, including books, films, and other erotic literature which might be categorized as pornographic. A full understanding of human sexuality demands exposure even to those aspects which may be unpleasant to some and embarrassing to many learners, but in the proper context they can be viewed as evidence about sexuality and not as exciters of sexual imagination. Much of the current material being sold as sex education actually falls in the category of erotic literature, aimed more to appeal to the prurient interests than to offer serious instruction, and the material should be seen in its true light. The growing conflict over the role of women, equal opportunities for employment and advancement, "women's liberation," and other aspects of the "battle between the sexes" need to be as much a part of a study on human sexuality as the more limited but often more controversial content of sex education programs.

Other thematic approaches to courses might be Youth and the Law; Self; Civilization (perhaps centered around the film series "Civilisation"); Law and the Social Process; Impact of Technology on Society; Psychology of Social Issues; War and Peace; The Artist in Each of Us; The Artist as Social Critic; Man: Individual, Social Groups and Culture; Understanding Minorities; Revolution and Continuity in Western Tradition;

Intellectual Traditions of the Orient; Population and Survival; Indefinite Future of a Finite World. Some of these are titles of courses already offered at the University of Hawaii or at other universities; others are expressions of problems and issues around which a team of students and faculty could build courses.

Some interdisciplinary activities may be too extensive to be considered simply as courses--they will be programs. For example, the study of Hawaiiana could be extended through interlocking units of interdisciplinary learning materials to serve many different kinds of students. The subject matter of Hawaiiana includes Hawaiian history, language, the meles or literature, the hula or dance, mythology and folklore, music (both ancient instruments and the modern steel and slack key guitar and ukulele), botany (Hawaiian plants and trees and their use), the sea and its relation to Hawaii, foods and cooking, arts and crafts of the Hawaiians, and the sports and games of the ancient Hawaiians. In terms of traditional disciplines, the study of Hawaiiana includes history, literature, religion and philosophy, music, dance, anthropology, archeology, language, linguistics, botany, horticulture, marine zoology, geology, and physical education. Perhaps few students would complete the total program. Those planning careers in hospitality fields, such as entertainers, guides, travel agents, museum aides, and attendants at parks or historical sites, could prepare themselves through study in the Hawaiiana program. The occupational ladder might lead them to further study in the School of Travel Industry Management. Teachers might elect some of the units as part of their in-service education. Cooperative arrangements could make possible including some of the materials in the pre-service education of elementary and even secondary social studies and science teachers. Students in the developmental program may discover Hawaiiana familiar ground for facilitating and motivating their learning. Most important, a program in Hawaiiana will meet general education requirements for students in vocational programs, will provide for general learning interests for the adult community, and will partially satisfy the liberal arts requirements of college transfer students. The program would utilize the resources of the Bishop Museum, Sea Life Park, Aquarium, Ula Mau Village, Iolani Palace and other historical sites, archeological digs, and the forests and waters of the island. Instructors may be recruited from the community as well as from academic sources--musicians and dancers from the entertainment field, proprietors of private dance and language schools, tour operators, and elder citizens who have the arts and crafts skills and folklore forgotten by younger generations. Vocational students will get at least part of their preparation through supervised cooperative placement in the agencies in which they may later be employed. Students in the general part of the program may be an important resource in preserving Hawaiian culture through projects of tape recording, filming, or video-taping interviews and performances of older people, or assisting in archeological research, restoration of buildings and heiaus, the mapping and development

of trails and parks, and organizing cultural events which will spotlight Hawaiian music, hula, mele, games, and arts.

In the very building of a program or course, the essence of education takes place, and the continual re-making of courses or making of new courses will be one of the most vital learning experiences which Malamalama Community College can offer. The subject and content will not be nearly as important as the fact that the builders--students as well as faculty--are interested in the subject and seek to find answers to their own problems in the broad range of human experience, recorded and yet-to-be-recorded.

The mixing of students from vocational and transfer programs with older persons who are participating for their own personal interests in learning can open up avenues of communication as well as enriching the body of knowledge, opinion, and feelings on the issues under study. The thematic or interdisciplinary approach can provide motivation for the students who are in the developmental program and cannot yet see formal learning in relation to their needs; it can also provide the opportunity for them to discover in their contributions to the discussion that they have already learned much that perhaps their better schooled fellow learners have missed in their education. The courses organized around broad themes can integrate the community at the same time that they are helping individuals integrate their learning.

As in other parts of the curriculum, the community will be a part of the learning resources of the interdisciplinary or thematic courses; and the college will try to be an effective agent for improving the community. Visits to churches and temples and lectures or discussions by priests and ministers could be part of a course on man and his beliefs. Developing nature walks and hiking trails or producing plays could be included in a course on man and his leisure. While conventional morality might veto certain college-sponsored laboratory experiences in a course on human sexuality, at least for unmarried students, activities such as investigating cultural or economic barriers affecting equality of opportunity for men and women might result in a community program for better education and better legislation. A course on man and the sea might center a whole year's work on the ecology of Kaneohe or Maunalua bay, with resulting recommendations for action on preventing pollution and rehabilitating those bodies of water. Happily, evidence on how people learn indicates that learning takes place most effectively when the learner is dealing with real problems in the actual contexts of life. Thus, the student who is working on a community problem is not only serving his community but also he is serving himself better than he would in a traditional textbook and lecture course.

These thematic courses will be the center of the program for students seeking associate degrees; and their other studies, vocational or college

transfer, will be correlated as much as feasible with them. The student in a vocational program should find ways to incorporate what he learns in his vocational courses in what he does in the thematic course, thus adding a cross-fertilization of ideas and information in the thematic course. On the other hand, the thematic course should add a context in which he can place his vocational studies. The same thing is true of the college transfer student. He finds in his concern in the thematic course areas which he wishes to explore more deeply through specific courses and units, from which he returns to the thematic course with more information to contribute to the deliberations of his group.

APPENDIX II

Divisional Structure for Halamalama Community College

If the programs of the community college are to integrate students and faculty as well as bodies of knowledge, it is important not to fractionate administration of programs any further than is necessary for efficient administration. The separation of fields of study into divisions should be on the basis of relatedness of material, not on purposes of program. Consequently, students and faculty concerned with career or vocational programs will be studying and meeting with those in college transfer courses. At the same time, not all students who are studying together will have the same goal or will necessarily be expected to meet the same standards of performance to satisfy completion of the work. Some courses will be predominantly vocational; for example, shorthand, but continuing education and college transfer students may be taking it for their personal interests. Other courses will be primarily college transfer; for example, botany, but a student in landscaping may take it as part of his vocational program and a retired senior citizen as a part of a general education program for his own enjoyment. The individualization of courses and programs through the statement of behavioral objectives appropriate to the student make possible both the integration of content and the cooperative work of learners.

At first, the college will probably be divided into four divisions:

The Division of Language and Communications will include courses and programs customarily found in departments of English composition (college transfer and general education), speech, journalism, foreign language (college transfer and continuing education), typing, shorthand, remedial and speed reading, vocabulary development, English as a second language, graphics production (as communication), and media production.

The Division of Humanities will include literature, history, philosophy, comparative religion, music, art, landscaping, drama, physical education, dance, recreation theory, and arts and crafts.

The Division of Social Science and Social Services will include sociology, anthropology, psychology, economics, geography, rehabilitation therapy, occupational therapy, retail management and retail sales, current events, political science, human relations, and family living.

The Division of Science and Technical Services will include biology, botany, zoology, chemistry, physics, mathematics, horticulture, marine biology, accounting, physiology and anatomy, health and first aid, nutrition, and small engine maintenance.

Interdisciplinary courses, such as those suggested in Appendix I, may draw from several of the divisions and are administered directly under the Dean of Instruction.

Students may be following programs or may construct programs of their own which draw upon several divisions. For example, a student working for a certificate in ornamental horticulture may take botany courses in the Science Division, landscaping in the Humanities, and retailing in the Social Science Division.

Faculty members may have their interests divided between two or more divisions and have joint appointments and meet with faculties in more than one division. For example, a specialist in graphics may be teaching a photography course as an art form in the Humanities and a graphics course as a communication form in the Language and Communication Division.

Each division will be administered by a chairman elected by all faculty members assigned to the divisions. All Master Teachers and Resident Teachers are eligible for election as chairman. The term of service shall normally be three years with annual evaluation by all members of the division. This evaluation shall include a secret ballot vote or confidence. If a vote of no-confidence is returned, a new chairman must be elected.

The chairman, as his title implies, is a leader among peers, not a division "head" with autocratic authority. He executes division policies; chairs division meetings; reports for the division to the Dean of Instruction and Provost; forwards division recommendations on appointments, promotions, tenure, courses, and programs; facilitates communication among members of the division and between his division and other faculty bodies; supervises non-academic personnel assigned to the division; reviews and approves faculty plans for annual in-service study; assists the college administration in the preparation of budgets; consults with the Dean of Instruction in the assignment of faculty work-load and teaching times.

Each division will have an elected personnel committee to consider and recommend on appointments, promotions, merit pay, tenure, and renewal of contract. Students will be included on the committee, and student evaluation shall be a part of any consideration for promotion, tenure, merit pay, or renewal of contract.

The division, acting as a committee of the whole, shall review curriculum proposals and recommend on additions, deletions, and major changes of courses and units offered by the division and of programs in which the division actively participates. Student participation in division meetings is important in effective curriculum development.

APPENDIX III

Program Budgeting of Instructional Programs

Although satisfactory criteria and procedures for program budgeting have not been worked out for educational enterprises, the principle of accountability demands that the college do the best it can in moving toward a systems approach to budgeting. All programs will include as a part of their justification a clear statement of purposes and the behavioral objectives that students will be expected to achieve. Reasonable allowances must be made for attrition of students who enter a program but fail to complete it because they find it does not satisfy their needs; ideally the statement of behavioral objectives and prerequisites should assist students in intelligent selection of courses and programs so that "dropout" attrition is minimized. Other allowances must be made for the student who progresses so rapidly that he is prepared to move on before the normal time of completion; a student in a vocational program who is able to meet job entry qualifications at the end of six weeks and finds employment in the field for which he has been training is not a "dropout" in the negative sense, and the college should view his early exit as a mark of success, not of failure on either his part of the college's.

Malamalama's emphasis on individualization of learning, use of self-instructional materials, and utilization of cooperative placement and field work requires that new measures of student-faculty ratios and per-student-cost must be devised. The substitution of achievement of performance objectives for the accumulation of credits renders the old measures of "semester hours taught" and "student credit hours" meaningless. "Student contact hours" is also misleading because it assumes that all kinds of contact are of the same quality.

Some measures of input and output must be designed in order to determine accountability. Faculty resources may be better reported in terms of actual hours worked rather than student credit hours or student contact hours taught. (See page 30.) Student accomplishment may be more accurately described in terms of placement in employment, successful transfer to four-year colleges, satisfaction of community needs, percentage of students satisfactorily completing courses and program objectives regardless of length of time it took them to be successful.

All costs must be computed in any proposal for new programs or in periodically reviewing existing ones. The cost of a program in horticulture is not described when the salaries of the horticulture instructors and the cost of the lathhouse and greenhouse are reported. Proportional costs for general education faculty and space must be added in the ratio of horticulture students enrolled to the total enrolled in those courses. Pro-rata costs of auxiliary services, such as library or media production, must also be included. Also depreciation of equipment as well as cost of expendable materials must be calculated. In such a manner, it will be possible to compute how much it costs the college to prepare students in a particular field and to compare that cost with what it might cost on

other campuses or through other agencies. Knowing the full cost makes it possible to approach intelligently the questions of adding, expanding, decreasing, or eliminating programs.

It may well be that the college, after consulting with the Citizens Advisory Committee, will wish to recommend to the Regents and Legislature that a high cost program be retained because it is of great importance to the community. At the same time, low cost courses may be phased out because of lack of interest or need. In either case, the decision can be arrived at more intelligently if the full cost is known and seen in relation to the number of students involved, the community needs, and the expressed purposes and objectives of the program.

APPENDIX IV

PRE-SERVICE FACULTY INSTITUTE
FOR
MALAMALAMA COMMUNITY COLLEGE

Contents:

1. Salient Points

2. Goals and Objectives of the Pre-Service Faculty Institute

3. Pre-Test QI-A

4. Unit I - The "Open Door" Comprehensive Community College

   a. Objectives
   b. Activities
   c. Program PI
   d. Post-Test QI-B

5. Unit II - The System Approach in Education

   a. Pre-Test QII-A
   b. Objectives
   c. Activities
   d. Program PII
   e. Post-Test QII-B

*6. Unit III - Writing Behavioral Objectives

   a. Robert Mager, Preparing Instructional Objectives.
   b. W. James Popham, Educational Objectives (VIMCET Tape and Filmstrip #1, UCLA).

*7. Unit IV - The Learning Resources Center

*8. Unit V - Alternate Learning Strategies

*9. Unit VI - Writing a Learning Packet

   a. Stuart R. Johnson and Rita B. Johnson, Developing Individualized Instructional Material.

*10. Unit VII - Evaluation

*To be prepared later and available at the Learning Resources Center during Pre-Service Institute. Units I and II are included because they may help the readers of this proposal understand the kind of College envisioned and experience a sample of one learning strategy different from conventional instruction.

PRE-SERVICE FACULTY INSTITUTE FOR MALAMALAMA COMMUNITY COLLEGE

Salient Points

All incoming faculty members will be required to participate in a training program prior to taking over active instructional duties at Malamalama. The basic purposes will be to acquaint the faculty member with the college, its goals, philosophy, students, and programs; and to assure that the faculty member has the basic skills needed to prepare teaching materials for maximum individualization of instruction.

The faculty members will be appointed effective July 1, rather than September 1 as is true on the other campuses of the University of Hawaii, and they will immediately engage in the work of the institute until they demonstrate that they have satisfied the objectives of the institute (see Section 2 of this Appendix). They may demonstrate their competency upon arrival by completing the post-tests for each unit of the institute with 80% accuracy. Those who cannot score satisfactorily or who feel they need some study on the material of the institute or any particular unit will work through the materials provided for instruction. Some of these will be developed for Malamalama; others are already available from commercial publishers or from other colleges. (Sample materials are included for Units I and II.)

Once the faculty member has satisfactorily demonstrated his achievement of the objectives of the institute, he begins developing learning materials in his field and helping students progress in the materials.

Some of the purposes are stated in terms of performance after the completion of the pre-service training. If faculty members are not capable of fulfilling those purposes and yet have satisfied the specified objectives of the institute, a revision of the materials of the training institute is probably necessary.

The institute will be under continuous evaluation and revision until it is demonstrated to be effective. After that, evaluation will be periodic, perhaps every five years, and revisions made as the evaluations indicate or as changes in college philosophy and principles necessitate.

The outline of the institute and the materials suggested for Units I and II are adapted from the Pre-Service Training Institute at Burlington County College, Pemberton, New Jersey. Any use of these materials beyond discussion will require permission from Dr. James O. Hammons, Dean of Burlington County College.

GOALS AND OBJECTIVES OF MALAMALAMA COMMUNITY COLLEGE PRE-SERVICE FACULTY INSTITUTE

Goals

1. To assist the faculty members to internalize the philosophy of an "open door" comprehensive learner-centered community college so that these factors will influence their curriculum development and instruction.

2. To develop in the faculty a working knowledge of the Malamalama Community College student--their heritage, attitudes, interests, achievements, diversity, goals, and ambitions.

3. To present the objective of the institution and the unique procedures and practices which the institution uses to implement its objectives.

4. To develop a working knowledge of the principles and practices of instructional technology with the expectation that these procedures will be used by the faculty in their instruction.

Purposes

The faculty member will be able:

1. To define and give justification for "open door" admissions;

2. To categorize and give examples of programs in a comprehensive community college;

3. To state his beliefs about the desirability of maintaining open door admission and comprehensive program policies and to defend his opinions with appropriate arguments;

4. To state implications for curriculum and for instructional techniques which are derived from the concepts of an "open door" admissions and comprehensive programs;

5. To demonstrate by his production of learning materials and his effective work with students that he has internalized the philosophy of the community college;

6. To describe the kinds of students who attend community colleges and contrast them with the range of students generally attending four-year colleges;

7. To list his own strengths and weaknesses as potential teachers and counselors of community college students;

8. To postulate how he will capitalize on his strengths to promote the learning of the students at Malamalama;

9. To name the objectives of Malamalama and show how they are "learner-centered;"

10. To demonstrate in practice the learning procedures and practices utilized at Malamalama to achieve our objectives;

11. To write performance objectives for the courses and programs he teaches;

12. To select materials and learning techniques appropriate to helping students achieve the course objectives;

13. To prepare examinations and other evaluative measures by which students may demonstrate achievement or progress toward the objectives;

14. To evaluate courses and programs to determine if they are helping learners achieve the purposes and objectives of Malamalama;

15. To revise courses to improve their effectiveness in helping students.

PRE-TEST QI-A
(90% Proficiency Required)

This pre-test is an instrument designed to assist you in determining your entering behavior as you approach the learning experiences of the pre-service training institute. As with all the materials used in this institute, this pre-test is designed to serve a dual purpose: (a) to perform its function, in this case, of determining entering behavior; (b) to serve as a sample of the kind of material you will be creating and using as a faculty member at Malamalama Community College.

Don't feel intimidated by the form of this pre-test. The questions are honest attempts to determine what you know about the topics. If you feel confident in the area of the question, say so and demonstrate your knowledge.

You will receive a post-test at the end on the same material of the institute.

1. Do you feel that you understand the phrase, "open door comprehensive community college" well enough to explain it to an incoming student or to a taxpayer?

(a) yes
(b) no

If you choose yes, please explain the phrase. Emphasize the meaning and implications of each word in the phrase within the context of the entire phrase.

2. Do you understand the characteristics of the kinds of students who come to a community college and particularly those who attend Malamalama?

(a) yes
(b) no

If you choose yes, please write a profile of the general categories of community college students using Malamalama as your model. Emphasize age groups, motivation, ambition for career, attitudes toward transfer, abilities to succeed, the role of counseling, the need for remediation, the role of outside work, and the implication of their residence.

3. Do you feel confident in explaining the system approach as it can be applied to education?

(a) yes
(b) no

If you choose yes, please elaborate on the following points:

1. The definition of the "system approach."
2. The reason for adopting the process in education.
3. Advantages and disadvantages of applying the process in education.
4. The techniques of system design.
5. The nature of a system design team.
6. The effects of the system approach on the learner.

4. Do you feel confident that you can write well-formed behavioral objectives?

(a) yes
(b) no

If you choose yes, please write three behavioral objectives from your subject area, each one aimed at a different level in the taxonomy of the cognative domain. Please identify the three essential parts of good behavioral objectives in each of your objectives.

5. Do you understand what a learning resources center is and how this concept is being incorporated into the educational design of Malamalama?

(a) yes
(b) no

If you choose yes, please explain the nature of a learning resources center, its educational philosophy, the basic components of our center and the services it renders to students and faculty.

6. Do you understand the reasons why Malamalama emphases alternate learning strategies and the utilization of the numerous modes of learning which the college offers?

(a) yes
(b) no

If you choose yes, explain the concepts of alternate learning strategies, emphasizing:

1. The reason for their use.
2. Facilities necessary.
3. Facilities available at Malamalama.
4. The need for extensive planning.
5. Advantages and disadvantages of at least six alternate learning strategies.

7. Do you feel confident in writing a learning packet?

(a) yes
(b) no

If yes, please explain.

1. The rationale for learning packets.
2. Packet content.
3. The need for consistency in packet structure.
4. List of the eight parts of a learning packet and briefly describe each part.

8. Can you explain the importance of precise evaluation of learning in a college such as Malamalama, and how it is reflected in the grading systems used at the college?

(a) yes
(b) no

If yes, please describe the reasons for precise evaluation at Malamalama and include a discussion of our grading systems, their symbols, and how they reflect the design of the instructional programs.

9. Can you describe the general education program at Malamalama?

(a) yes
(b) no

If yes, please describe the general education program, its rationale, contents, options, and variations.

10. Can you describe the developmental education program at Malamalama?

(a) yes
(b) no

If yes, please describe the developmental education program, its rationale, contents, instructional techniques, and selection of students.

UNIT I

The "Open Door" Comprehensive Community College

1. Objectives - See Institute Objectives #1-4, 6-9.

2. Activities:

a. Read: 1. Arthur Cohen, DATELINE 79
2. Roger W. Garrison, TEACHING IN A JUNIOR COLLEGE
3. Malamalama Community College, EDUCATIONAL DEVELOPMENT PLAN

b. Work Program, PI.
c. Tour Malamalama Community College.
d. Participate in Seminar on Community College Philosophy.
e. Take Post-Test QI-B.

Program PI

Implications of the "Open Door"

The following is a programmed sequence designed to raise some questions and problems that are unique to an open door institution of higher education. As with most of the materials you will use during this institute, this program has been written to emphasize form as well as content. Simple linear programs such as this one are easy to write, have a high impact value (if they are not too long), and are ideal for presenting a single concept or cluster of concepts in an independent study mode. Consider programming as an alternate strategy when you start curriculum development for the courses you will be teaching.

1. Malamalama Community College, like so many other _____ colleges, professes the philosophy of the "open door."

1. Answer to #1, community.
2. Being a community college means that Malamalama is dedicated to serve post-secondary educational needs of anyone who chooses to attend. (T/F)

2. True
3. An "open door" community college is really no different in principle than an "open door" secondary school or an "open door" elementary school. In terms of who may attend, the answer is _____ who is eligible.

3. Everyone
4. The first criterion for eligibility is graduation from _____.

4. High school
5. The "open door" community college also serves adults in the community who may not fall in the "high school graduate" category. These are people over 18 years of age who did not complete high school, but decide that they need additional _____ or training.

5. Education
6. The "_____" community college accepts these people, analyzes and meets their needs, and assists them in achieving additional education or training.

6. Open door
7. The implications of the "open door" in an institution of higher education are considerable and must be dealt with accordingly. When a college will accept virtually any high school graduate or adult who will come to it, it also must accept the responsibility of offering a meaningful learning experience to _____ of the students.

7. All
8. It goes without saying that an "open door" college deals with many more educational problems than does a college which may restrict the quantity and _____ of its students.

8. Quality
9. The quality of a student, however, becomes very clouded when you remember that a student is also a human being with all that implies in a democratic society.

10. On a less philosophical plane the open door has many practical implications; in fact, the open door lies at the base of most of the problems and challenges of the _____ college movement.

10. Community
11. Because we are a community college, we profess we give all students a _____ experience within an academic framework.

11. Learning
12. Learning is a highly personal activity and in an open door institution the learners are highly (homogeneous, divergent) because of their experiences.

12. Divergent
13. The only thing that may safely be said about all the students is that they are motivated to learn or they wouldn't be at the college. (T/F)

13. False
14. The open door makes no demands about motivation. A significant number of the students will literally not know why they are enrolled. The implications are the subject of the next steps of this program.

15. Many of the students who will come to Malamalama will have serious academic handicaps. Many are poor readers. Many neglected to take any math courses in high school. Many are deficient in language skills. Many have developed poor study habits. All of these areas require (screening out the academically unfit, shunting the slow learners into vocational programs, remediation).

15. Remediation
16. To meet this need the college has developed a rather extensive developmental program, but this is not enough. _____ member of the college faculty and staff must understand and actively promote the value of the developmental programs and encourage students to take advantage of this "second chance" to gain basic tools of our society.

16. Every
17. The easiest students to deal with are the ones who have a fairly good idea about what they want. In these cases it often only becomes a problem of setting realistic goals. The challenge comes with that (majority, minority) of community college students who are undecided about what they want.

17. Majority
18. Malamalama has adopted two strategies which complement each other on this problem. We have a strong guidance program which involves full time college counselors and faculty advisors. The second strategy is a general education program which is available to _____ learners.

18. All
19. The general education program is our tentative answer to helping our students become well-rounded persons in a free and democratic society. Our _____ program is aimed at helping the individual discover himself.

19. Guidance
20. A strong general education program and a strong guidance program are both partial answers to one implication of the "_____" admissions policy.

20. Open door
21. Many of the implications of the "open door" are related to the citizens who come to the community college for continuing education, job advancement, new or improved occupational skills, special interests, and recreation. The "open door" admits them all and the institution must meet their needs.

Implications: (1)
(2)
(3)

22. A community college which has a broad range of programs--vocational, college transfer, developmental or remedial, general education, and continuing or adult education--is described as a _____ community college.

22. Comprehensive
23. Malamalama is a comprehensive community college. Its _____ programs prepare students for job entry, upgrading skills, and job-retraining.

23. Vocational, career
24. Although Malamalama is comprehensive, its vocational programs complement those in the other community colleges on the island of _____.

24. Oahu
25. Because of the cost of many _____ programs and the small number of students enrolled, duplication of low demand programs will dilute the comprehensiveness of the complex of community colleges serving Oahu.

25. Vocational
26. Vocational programs which attract many students and have relatively low cost, such as secretarial studies, may be offered on _____ than one Oahu community college campus.

26. More
27. Courses in vocational fields which support several programs, such as typing, may be offered at _____ of the community colleges.

27. All, Several
28. The _____ness of the community college vocational programs can be extended by utilizing cooperative field placement for the practical work of the students.

28. Comprehensiveness
29. Malamalama utilizes _____ _____ _____ for as much of its vocational program as possible.

29. Cooperative Field Placement
30. Cooperative field placement keeps down the cost of space and facilities, allows for greater flexibility of program, and provides more realistic _____ experience for students.

30. Practical, Field, Laboratory, Shop, Work
31. Field work can also contribute to the effectiveness of the college _____ program, which is designed for students who will transfer to a four-year campus.

31. Transfer
32. The _____ _____ program provides the equivalent of the first two years of a baccalaureate program.

32. College transfer
33. Each community college in the University of Hawaii has the autonomy to develop its own program of liberal _____ designed to produce the well-rounded individual.

33. Education, Arts, Arts and Sciences
34. Malamalama does not follow the pattern of a required list of _____ or course options.

34. Courses
35. Instead it describes the characteristics of the liberally educated _____ and through counseling and conferences with faculty permit each student to design his program.

35. Person, Individual, Man, Student
36. The comprehensive community college seeks to avoid letting its " _____ " admission policy from becoming a "revolving door" by two programs assisting students with educational handicaps.

36. "Open Door"
37. The first of these programs designed to salvage students who might otherwise _____ of college is a strong counseling program involving instructional faculty as well as specialists.

37. Dropout
38. The second program is the remediation activities of the _____ education.

38. Developmental
39. The developmental program includes courses and individualized assistance in _____ to read, _____ to study, basic arithmetic, and basic science.

39. How; How
40. For adults, _____ education provides opportunity for courses which help them get more enjoyment from life, solve their daily problems, know more about the world they live in, and generally expand their intellectual fields.

40. Continuing

This program was written to give new faculty members a common experience to bring to the seminar on Community College Philosophy. Take the thoughts which this program raised in your mind to the seminar on your institute schedule.

UNIT II

The System Approach in Education

One of the original premises upon which Malamalama Community College was founded was the concept that more effective learning could take place with the use of systematic planning to produce the learning experiences encountered by students. This attitude follows the trend in American education which has been broadly labeled the "systems approach." This concept, although quite simple, is only vaguely understood by many of the people trying to apply it to education. This packet is designed to present the basic principles of the "systems approach" and provide an opportunity to discuss meanings and applications of the concept.

PRE-TEST QII-A

1. As a professional educator, do you:

   a. Feel confident your present methods for planning, designing, implementing, and managing programs of instruction are achieving the best results possible? Yes No

   b. Feel secure that your students are being taught all relevant skills, knowledges, and attitudes required for success as:

      1. Students Yes No
      2. Future citizens Yes No
      3. Future parents Yes No
      4. Productive workers Yes No

   c. Feel secure you and your students are employing the most effective and efficient techniques for:

      1. Instruction Yes No
      2. Learning Yes No
      3. Implementation of educational programs Yes No
      4. Evaluation of educational programs Yes No

d. Feel the need for a change in planning, designing, implementing, evaluating, and managing programs of instruction?
Yes No

2. Do you agree that each member of a program task force must be concerned with the ultimate purpose and effectiveness and efficiency of the program? Agree Disagree

3. Do you agree that each of the following statements describe conditions necessary for providing an effective and efficient educational program?

a. The program must define terminal products in measurable terms. Agree Disagree

b. Means must be provided to determine if the objectives are of importance for the program. Agree Disagree

c. Evaluative procedures must be designed to determine if the program has achieved its ultimate purpose or goal.
Agree Disagree

d. Periodic program evaluation must measure the effectiveness and efficiency of the program in reaching its goal.
Agree Disagree

e. Criteria must be established to determine when to revise or change the program design and/or goals. Agree Disagree

4. Do you agree that the complexity of planning, designing, implementing, evaluating, and managing an effective and efficient educational program requires a systematic process of execution?
Agree Disagree

5. Are you confident that the process which you presently employ is sufficiently systematic? Yes No

OBJECTIVES

1. The learner will demonstrate a knowledge of what the term "system approach" means, the reasons for adopting the process in education, and some advantages and disadvantages of applying the process to education by: (1) correctly responding to most of the frames of a program covering this information and (2) achieving 100% on a short quiz at the end of the program.

2. The learner will demonstrate a knowledge of the techniques of system design and the role of a design team by viewing a presentation of

these concepts and by achieving 80% on a short quiz administered at the conclusion of the presentation. Additional understanding of the techniques of system design may be acquired by reading Banathy, Instructional Systems. Further insight into these techniques will be acquired by applying the system approach in developing a course of study, or part of a course, using the resources which the college has available.

3. The learner will demonstrate a knowledge of the nature of a system design team and the effects of the system approach on the learner by actively participating in a seminar discussion of these and related concepts.

ACTIVITIES

1. Work Program PII.
2. View a tape-slide presentation on "The Techniques of System Approach."
3. Read Bela H. Banathy, Instructional Systems; W. James Popham and Baker, Systematic Instruction.
4. Participate in the seminar on The System Approach to Education.
5. Design a part of a course using the system approach with support resources available at Malamalama Community College.

PROGRAM PII

1. One of the latest trends in education is the application of the "_____ _____."

1. System(s) approach
2. We seem to have some confusion here, is it system, or is it systems? Since the system approach is the label for a process of (acting, thinking) it probably should be singular. _____

2. Thinking
3. A clarification of this point can be made by examining exactly what the system approach is. Basically, as the name indicates, it is a _____atic process.

3. Systematic
4. For what? The system approach is a method of _____ solving.

4. Problem
5. When the phrase "system approach" is used, it is actually an abbreviation for the longer, more correct title "the system approach to problem solving." This approach may be applied to the solution of any problem. (T/F) _____

5. True
6. The system approach is a technique which was developed as a process for solving highly complex and technical _____ encountered by industry and government.

6. Problems
7. Applying the system approach to educational problems has been demonstrated to be at least as effective as "traditional" teaching methods. Also significant is the fact that, as cost and accountability become major concerns to educators, the system approach has been demonstrated to be a highly (substantive, competitive, efficient) problem solving process.

7. Efficient
8. The system approach to problem solving requires that the end result be known (before, after) the solution strategy is implemented. _____

8. Before
9. So then, what's the problem?

   The problem is (how, why, when) to get from where you are to what you want.

9. How
10. In 1960 this nation was committed to reach the moon before 1970. We knew _____ we wanted. The problem was, how.

10. What
11. This is the problem we face in _____. We know we want learning to take place, but how?

11. Education
12. The question of how _____ takes place is at least as complex as reaching the moon, especially when we remember all those individual differences.

12. Learning
13. Consequently, many educators have decided that the system approach to solving the problems of learning may be a valid _____ to use.

13. Process
14. There are some implications for adopting the system approach to problem solving in education. The first, and by no means the most comforting, is that we must know _____ we want our students to learn.

14. What
15. Not only must we know what we want the students to know, but also it is necessary that the _____ know what we expect of them.

15. Students
16. If everyone concerned knew exactly what was expected in the educational process, there is a good chance that _____ could be a good deal easier and more efficient.

16. Learning
17. These implications point up some of the advantages and disadvantages of adopting the system approach to problem solving in _____.

17. Education
18. The obvious advantages are for the (teacher, learner, administrator).

18. Learner
19. The student could be presented the concepts he must learn and the process by which this learning could take place. His only obligation would be to do the _____.

19. Learning
20. But from our experience as teachers, we can all see that this is one of the great _____ in applying the system approach to education.

20. Disadvantages/falacies
21. But wait. Aren't we making a judgment here that is only based on a non-system approach _____ of instruction?

21. Method
22. Maybe a really innovative teacher might be willing to modify doing his own thing--a. _____, to help the student do his own thing--b. _____.

22. a. Teaching
    b. Learning
23. _____ need to become motivators and learning organizers rather than lecturers and test administrators.

23. Teachers
24. Traditional teaching methods and tradition-bound teachers may be the biggest disadvantage in adopting the _____ approach in education.

24. System
25. Yet most teachers really do want their students to a. _____. Maybe they need to learn how the b. _____ _____ can help them to help their students.

25. a. Learn
    b. System Approach

POST-TEST QII-B

1. The system approach concept was developed to help industry and _____solve technical and complex problems.

2. The system approach means a _____ of problem solving.

3. Using the system approach in education implies that the teacher knows exactly a. _____ the student must learn and b. _____ the student may demonstrate accomplishment.

4. Applying the system approach to education has been demonstrated to be effective and _____.

5. Probably the group that will benefit most from the application of the system approach to education is the a._____, although b. _____ may have to work a little more systematically in developing their courses.

1. Government

2. Process/Method/Technique

3. a. What
   b. How

4. Efficient

5. a. Students/Learners
   b. Teachers/Educators